

The BUSINESS EDUCATION World

CONTENTS

The High School Victory Corps.....	Hamden L. Forkner	243
Your Personal Taxes for This Year.....	Earl S. Dickerson	247
A New Way to Teach Business Forms.....	Lloyd L. Jones	250
The Psychology of Shorthand and Typewriting..	Louis A. Leslie	252
Training Japanese-Americans for Tomorrow..	Lucille Friedman	256
The Cost of Training a Salesperson.....	Lowell A. Decker	258
Sixth International Bookkeeping Contest....	An Announcement	260
Our Armed Forces Use Shorthand.....	Russell G. Carter	263
Airline Passenger Agents.....	Frances Aves Smith	265
Co-operative Secretarial Training.....	Charles J. Jensen	269
Typists in Ten Lessons?.....	Margaret E. Johnson	271
Business Arithmetic and the War.....	Max Broder	273
Do You Use Check Lists?.....	I. David Satlow	275
Shorthand for Boys?.....	Mary A. Sheahan	277
Our Department Makes Money.....	Marie M. Stewart	279
Do We Snatch?.....	Harold J. Jones	281
Job Training in Wartime.....	Kenneth B. Haas	283
A War Typewriting Course.....	Margaret E. Andrews	285
Guidance Now? If So, How?.....	Ruby Lee Nelson	290
Consumer Education in Business Training.....	E. J. McLuckie	292
Schools Must Take Care of Machines.....	Harold H. Smith	294
A Radio Script About Typing.....	Colleen Sutton	299
Bookkeeping for Uncle Sam.....	Milton Briggs	302
The Social Security Act, Unit 2.....	R. Robert Rosenberg	306
The January Transcription Tests.....	Helen Reynolds	311
Teachers Have Asked Me.....	Irol V. Whitmore	314
Bibliography on the Teaching of Business Writing...A.B.W.A.		316
On the Lookout.....	Archibald Alan Bowle	320
The Lamp of Experience.....	Harriet P. Banker	322
Your Professional Reading.....	F. Blair Mayne	328
Shorthand Dictation Material.....	The Gregg Writer	330

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The High School Victory Corps And Business Education

HAMDEN L. FORKNER

THE High School Victory Corps is education's answer to the need in the high schools of this country for an educational plan that will prepare young people to participate effectively in the war effort both while in school and as soon as they leave school.

Leading educators and high officials of the United States Army, Navy, and Government have hoped that the High School Victory Corps program would be under way in most of the high schools of this country by January, 1943. As this hope becomes a realized fact, we must make certain that business teachers make the most of it in preparing young men and women for their induction into the Army, the Navy, governmental offices, and the offices of essential business and industries. Teachers of business subjects have an opportunity to make outstanding contributions to the war effort through aggressive and active participation in the Victory Corps program, provided they act immediately and wisely.

How can this action take concrete form, what specifically does the High School Victory Corps propose to do, and how will it operate?

The Work of the H.S.V.C.

The High School Victory Corps is a volunteer organization of high school students with specific divisions, each of which has a major objective. When the student applies for mem-

bership in a division of the Victory Corps, he signs the following pledge:

In making this application I pledge myself, if accepted for membership, to strive to be worthy of wearing the general insignia of the Victory Corps. I will efficiently perform any community war services within the limits of my ability and experience; and I will diligently seek to prepare myself for future service whether in the Armed Forces, in war production, or in essential civilian occupations.

In evidence of my present qualifications for general membership in the Victory Corps I submit the following statement of my program of studies and of my extracurricular activities and community services related to the nation's war effort.

It will be noted that in this pledge the student pledges to work diligently to prepare himself for future service in the armed forces, in war production, or in essential civilian occupations.

It should be noted that there are five special service divisions, each with its own insignia, much the same as Army divisions. These divisions are Land Service, which calls for preinduction training for all branches of the Army except the air; Air Service; Sea Service, which provides training for all branches of the Navy except the air; Production Service, which prepares for war industries and agriculture; and Community Service, which prepares for medical, nursing, teaching, and numerous other professions and for business and civic services.

There is a feeling on the part of many

school administrators that the Victory Corps is set up primarily for preinduction training for the armed forces and that the training should be limited to that only. It will be seen, however, that four of these divisions will need persons receiving training in business skills; namely, Land Service, Sea Service, Production Service, and Community Service.

In Land Service, the business-training program should be concerned with the preinduction training of all of those persons who will serve in the thousands of office positions in the Army, including the WAAC. Consequently, the dictation materials, the typewriting, and the correspondence materials should be fitted to this need so that when these persons enter the Army, a minimum of postinduction training for work of this kind will be required.

For Sea Service, the business-training program will be much the same as in Land Service and will give preinduction training to thousands of girls who will go into the women's divisions of the Navy and the Coast Guard. The vocabulary will deal specifically with Navy terms, and the correspondence materials will be in accordance with Navy regulations.

For the most part, the work of the business department in the Victory Corps will be for the Production and Community Services. The work of the record keeper, the stock clerk, the timekeeper, the typist, and the stenographer in production organizations are all to be included in this phase of the program. It must, of course be realized that with the enormous shortages which are occurring in these phases of production, production lines will be slowed up, if not stopped altogether, if the offices behind them do not operate at full efficiency.

Community Service provides for preparing for business and civic services. This means the preparation of persons for offices of essential businesses and essential governmental offices.

With the draining off of a large number of clerical workers of all kinds into factories and production lines because of higher pay, there has been created a shortage in the office and store occupations, which no one could foresee. Unless governmental offices and essential business services are properly manned, we cannot hope to keep an army in the field and a navy on the seas. Shortsightedness on the part of educators who look upon the Victory Corps training as only that training which prepares for active service as a fighting man or as a pro-

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duction-line worker will increase the difficulties now being experienced by government and business in recruiting a sufficient number of training workers.

Effective Training Procedures

Of course it must be recognized that if business education is to make its contribution to the Victory Corps program, many of the outmoded and time-worn practices under which many schools operate must be discarded, and in their places must be substituted the kind of training that fits young people in a short period of time to go from school into a job and do that job acceptably. The program must be set up to include work experience as a part of the job preparation. This work experience must be coordinated with the school program so that the nonessential phases of the school program are omitted and only those skills and knowledges that are going to be needed are stressed.

For many schools, this adaptation of the program will mean a new kind of teaching. The time has passed when we can take two years or three years or four years to teach a boy or girl to typewrite. We must condense this training to not more than one year, and preferably to one semester. By "typewriting" is meant the ability to do the kinds of work that the office requires, with the speed and accuracy that the beginning worker is expected to possess when he takes the job. It certainly cannot be stated in terms of words per minute, for there are few organizations that measure production on that basis. The typist should, however, have the skill to fill in forms, to do some routine typewriting from straight copy, and to be able to do it at a considerably higher rate than in long-hand.

In stenography, this adaptation of the program means that at the end of the first meeting of the class, the student is writing shorthand in the way he is going to use it when his skill is perfected to a higher rate. It means writing with understanding of what is written. It means

writing with the understanding of the importance of control in the formation of shorthand characters. It means writing in terms of the kinds of skill that he already possesses in making longhand characters.

And, further, it means beginning very early to transcribe that which he has written. The idea that one can build the two skills separately and then bring them together must be entirely discarded even in the early learning stages if we are to do the job in a shorter time than ever before. The two must go hand in hand from the beginning.

For those who will do work of a clerical nature, such as keeping the handwritten records of the stock clerk, production clerk, timekeeper, or storekeeper in the Army or Navy, and performing numerous other tasks in connection with an office, the program must be adjusted to the kind of skill that they need; namely, speed of writing, speed of making figures, legibility of handwriting, and accuracy of all work.

The bookkeeping classes that train for these jobs will be those in which students are working at top speed instead of dragging along through exercises at a rate of speed that has no relationship to the jobs that record keepers and bookkeepers are going to be doing when they leave school. Timed drills are as essential to the bookkeeping course as they are to shorthand and typewriting if the school is to turn out workers who can contribute to the war effort when they take a position.

How the Program Will Operate

With this as the background, let us see how the Victory Corps program must operate if most schools are going to meet the needs of office workers.

In most schools, it will mean that the non-commercial student will have to adjust his program to the new program of the Victory Corps and either drop one or two of his formerly required subjects, substituting the Victory Corps courses in their place, or add the new courses to his total program. It is likely that students will have to remain in school for longer days if they are to continue the old program and at the same time be prepared to take a place in the war effort when they leave school.

The success of the program depends, first, upon the willingness of school administrators to accept the Victory Corps subjects as essential

subjects and, secondly, upon the revised teaching procedures that teachers will have to inaugurate in order to do the job in less time than formerly.

It is especially desirable that those who are now in the commercial departments of our schools and who have some skill at the typewriter or in shorthand or record-keeping begin to use that skill on a volunteer basis in the various volunteer organizations of the Office of Civilian Defense, the Red Cross, and other agencies.

These work programs should be planned by the school in co-operation with the various volunteer organizations, and students who will profit most from this kind of experience should be selected by the school for this work. The school should co-operate in the supervision of the students on the job, and the student should receive high school credit toward office practice for the work so performed if it is done satisfactorily and if he is fulfilling his obligations according to the agreement.

In addition to the volunteer organizations, the school will also be required to aid in those essential business and industrial offices where there is a shortage of office workers by making it possible for students to carry a part-time working load and attend school.

It is certain that if the acute manpower problems are to be met, thousands of young people now in school will either have to leave school entirely before finishing the high school course or else devote part of the day to work. In a few communities, such as Oakland, California, and Akron, Ohio, the schools are contributing materially toward the solution of labor shortages by urging high school students to accept part-time employment along with their regular school programs, and in some cases these students are rightfully being given high school credit for such work experience.

The plan may be worked out in a number of ways. For example, the student may continue his regular four high school subjects in the morning and work in the afternoon, or vice versa. If half the student body works in local plants in the morning while the other half is in school and then returns to the school in the afternoon while the other half works, hundreds of thousands of man hours can be provided to relieve the extreme shortages in many communities.

Four clock hours in school will provide eith-

er five forty-five minute periods of school work or four hour periods. This leaves another four hours for actual production work in the factory or in the offices of the community. Thus, the average student would be in school 20 hours a week and have 20 hours for office or factory work.

It should be the policy of every school during this period of the emergency to see that every able-bodied boy and girl sixteen years of age and over enters upon some such plan as described above. If specific training is needed for these jobs, then discard from the curriculum those courses that are not contributing directly to the war effort and substitute short training courses that will contribute, so that these young people may participate to the fullest extent in the war effort.

Of one thing we can be certain—if the school people of this country do not immedi-

ately adapt their programs to immediate needs and, in addition, release manpower, it is likely that the high schools will cease to have sixteen- and seventeen-year-old boys and girls in school at all. Is it not better to adapt the program than to have these young people lose out entirely on their educational programs?

Let the business teachers of the country see to it that there is a Victory Corps business program in every school in communities where office workers are needed or from which young men and women are likely to go into the armed services. Keep informed about the High School Victory Corps by reading *Education for Victory*, the official publication of the U. S. Office of Education. It is published biweekly. The price is \$1 a year in advance. Subscription orders with remittance should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C.

Office Equipment Conservation

GETTING THE MAXIMUM RESULTS from Existing Office Machines and Equipment" was the title of an address recently given before the Atlanta Chapter of the National Office Management Association by one of its officers, Grady Powell.

Although his talk was directed to business executives and office managers, much of what he said will interest business teachers and their students who will soon be under the supervision of office managers.

In large offices, most employees think of the machines on their desks as their personal property—"My typewriter, my adding machine. No, sorry, you can't use it. I will need it in a few minutes." Then it is idle the rest of the day while the other clerk continues his search for a machine to help him out in the emergency.

Here are two suggestions for getting maximum use from equipment.

Place machines and equipment where they are needed most. Some of them can be put on centrally located tables and desks.

Consider the creation of a pool of extra equipment out of which all departments can draw.

The most frequently mentioned method of obtaining maximum use is the staggering of hours. Several companies have found it necessary to stagger lunch hours so that the machines will be in full operation during the normal work day. Other companies have staggered beginning and closing hours.

In this same company, the purchasing department needed extra help, as the typists in the department just couldn't get the orders out each day. A study indicated that they spent a great part of their time juggling forms before and after putting them in the typewriters. A new form was designed.

The clerks can handle their work much more easily now, and the company saves about \$400 a month on postage. The cost of such forms is little more than that for the old forms.

An educational program should be started in every office [and school!] to urge the care of all office machines, files; and desks.

Cover machines when not in use. Oil and clean machines frequently. Do not leave motors running. Do not carry typewriters by their carriages. Don't slam carriages. Don't lift Compometers by keys. Care for desks and tables.

THE BUREAU OF NAVAL PERSONNEL OF THE NAVY DEPARTMENT informs us that there are no longer positions available for teachers qualified to teach touch typing on telegraph typewriters on the faculty of the U. S. Naval Training Schools offering courses for WAVES.

Your Personal Taxes for This Year

EARL S. DICKERSON



DR. EARL S. DICKERSON (Ed.D., New York University), is acting head of the Commerce Department, Eastern Illinois State Teachers College, Charleston, and acting national treasurer of Delta Pi Epsilon. He is the author of educational articles, materials, and tests. His chief interests are in accounting, law, salesmanship, and advertising. His hobby was travel.

THE new 1942 Federal Revenue Act became law on October 21, at 4:30 p.m., when it was signed by the President of the United States. Because the 1942 Act contains so many important changes, I shall attempt, in this article, to summarize these changes in a brief yet understandable form.

This is the greatest tax bill in American history, and as such has two primary objectives, namely: (1) to provide revenue to assist in paying the costs of the war, and (2) to drain off surplus buying power that encourages price rises and inflation.

Fifteen years ago, only one American in twenty paid taxes, while many speculated in stocks. Now eight in twenty will pay taxes and invest in the securities of the United States Government. This year, approximately 50,000,000 people will pay taxes, 27,200,000 by filing returns, and the remainder by tax deductions by the employer. Last year, approximately 17,000,000 taxpayers filed income-tax returns.

Government revenue from this source is expected to be boosted to nearly \$25,000,000,000. Even this enormous sum is far behind the \$32,000,000,000 expenditure on war for the fiscal year ending June 30, 1942, and the \$80,000,000,000 outlay expected during the current fiscal year. The total price of victory is now estimated by the most conservative at \$225,000,000,000. The Federal Government is now in the process of printing 180,000,000 income-tax blanks and instruction sheets for use in collecting this revenue.

It is the belief of some that when taxes

become so high, they should be deducted at the source, because most people do not save from each pay check in order to meet the tax in a lump sum on March 15 of each year, or even during the quarterly optional payment periods provided by the Federal Government. Last year, many persons had to borrow money to meet these payments. Many more will have to do so this year. Beardsley Ruml, author of the "pay-as-you-go" tax plan, expressed the opinion that the Ways and Means Committee in Congress would probably consider this plan in January.

The tax on 1942 income is computed in the same general manner as under the 1941 Revenue Act. Taxes will be about double on net incomes between \$8,000 and \$10,000, and about seven times as large as last year on net income under \$2,000. Those with salaries in between will be generally in proportion with the average, being between two and three times last year's payments.

The returns no longer have to be notarized. A declaration is substituted, but the same penalties as before remain for anyone who makes a false return.

Payment is due on March 15, as usual, and the taxpayer may pay in quarterly installments as heretofore. Since husband and wife may make either joint or separate returns, it is in their interest to compute the tax both ways and pay the smaller computation.

Normal and Surtax Rates

The normal tax has been increased from 4 per cent to 6 per cent. The surtax has likewise been increased. Last year, the surtax in the first \$2,000 bracket was 6 per cent. This year it is 13 per cent. The surtax on amounts from \$2,000 to \$4,000 is 16 per cent, and from \$4,000 to \$6,000 it is 20 per cent. The surtax graduates upward until it reaches the maximum of 82 per cent in the highest bracket. Surtax is payable upon the *first* dollar of taxable income, and for all taxpayers amounts to 19 per cent!

The only difference in the base against which the normal tax and the surtax apply is that 10

per cent of earned income up to \$14,000 is allowed against the normal 6 per cent tax but not against the surtax, while the interest from partially tax-exempt bonds is subject to the surtax but not the normal tax.

Exemptions, Credits and Deductions

The personal exemption has been lowered from \$750 to \$500 for single persons and from \$1,500 to \$1,200 for married persons, or those occupying the head-of-a-family status. Those in the armed forces below the grade of commissioned officer get an additional wartime allowance of \$250 if single and \$300 if married.

The credit for dependents has been lowered from \$400 to \$350. The rules determining a dependency relationship are the same as last year.

Certain significant changes relative to deductions from gross income are permitted this year in arriving at the taxpayer's net taxable income. Extraordinary medical expenses which exceed 5 per cent of the net income may be deducted up to \$2,500 for the taxpayer who occupies the head-of-a-family status, and \$1,250 for the single person, provided, however, that in neither case the expense is compensated for by insurance. It is worth noting that the definition of medical expenses is broad, for it covers dentistry and surgery, as well as health and accident-insurance premiums.

The 1942 Revenue Act corrects a long-existing narrow and one-sided interpretation of the law on deductions of nonbusiness expenses. Courts have held that the income from both trade and nontrade activities is taxable, but only the expenses incurred in connection with a trade or business have been allowed as deductions.

The Act provides relief from this inequality by allowing the deduction of all the ordinary and necessary expenses paid for the management or maintenance of property held for the production of income, even though there is no likelihood that the property will be sold at a profit or will be otherwise productive of income. Expenses of a project that is carried on as a sport, hobby, or recreation, however, are not allowable as nonbusiness expenses. To be deductible, such expenses must be ordinary and necessary, reasonable in amount, and bear a reasonable relation to the project.

Deductions are allowed for the first time this

year for payments made by the consumer for Retailers' Occupational Taxes where such taxes are passed on to the consumer. The so-called Illinois Sales Tax is an example of this type of tax. Since it has been theoretically interpreted instead of being practically considered, taxpayers in previous years were not permitted to deduct this tax that was handed down to them by retail stores. Only a few states that have a tax of this type, which in the past has operated against the best interests of the taxpayer from the standpoint of his income-tax payment.

The 10 per cent earned income credit is retained for normal tax purposes, as are the usual deductions, such as contributions, interest paid, bad debts, various taxes (except the Federal income taxes of the preceding year), etc.

The Victory Tax

A new and drastic withholding tax of 5 per cent is to apply to all incomes beginning January 1, 1943. It does not apply to any of the income for 1942. No mention of it will be made on the 1942 returns, but all taxpayers will find a place for their Victory Tax on the 1943 returns to be filed on March 15, 1944. This tax is to terminate on the January 1 after the end of the war.

Every person who earns more than \$12 a week, or \$624 a year, will pay or have deducted from his pay 5 per cent of this excess on a weekly, monthly, or annual basis, depending upon the method in which he receives his pay and whether or not he is in business for himself. For most employees it will be deducted in the same manner as the 1 per cent social-security deduction from pay checks; that is, retained by the employer and turned over periodically by him to the Federal Government.

Those other than wage earners may deduct the same expenses as under the regular income tax in figuring their Victory Tax net income. Such persons, including persons in business for themselves, farm and domestic workers, and public officials paid in fees, will pay the Victory Tax along with the regular tax on 1943 incomes due on March 15, 1944. Members of the armed forces above the grade of private will be subject to the Victory Tax, but instead of having it deducted from their pay will be required to pay it later with their other income taxes. The \$624 exemption is just high enough to exclude privates without other income.

Additional deductions for credits in figuring the Victory Tax net income are compensation for injury or sickness, alimony or separate-maintenance payments, and gain from sale of capital assets. Ordinarily, individuals will have few deductions from the Victory Tax unless they are in business for themselves. No deductions for gifts or charity are permitted in figuring one's Victory Tax net income.

The Victory Tax is not to be considered as an expense in its entirety. A certain percentage is to be returned after the war, or may be used as "credits" at the end of the year, provided certain specific conditions are carefully adhered to in strictest detail. At the end of each year, the tax is subject to a 25 per cent credit for single taxpayers up to a maximum of \$500 and 40 per cent credit for married taxpayers up to a maximum of \$1,000, plus 2 per cent additional credit for each dependent up to a maximum of \$100.

This credit may be taken in the form of war-bond purchases or debt or insurance payments now, or as noninterest-bearing bonds to be cashed after the war. This is upon the theory that the treasury is merely "borrowing" a part of the money collected under the new tax, subject to a rebate after the war or as a credit at the end of each year, provided the taxpayer reduces his indebtedness, pays life-insurance premiums, or makes purchases in United States securities. In any of these instances, the money spent will in no way enter the general consumer market to bid for the rapidly decreasing supply of consumer goods, and thus aggravate price increases or promote inflation.

Therefore, on March 15, 1944, the earliest this credit is likely to be taken, the taxpayer could take credit on his income-tax return for the amount he had paid during the preceding calendar year in premiums on life insurance for himself and family, if the insurance were in force on or before September 1, 1942.

He could take credit also on his debts at the end of the year if they were smaller than the smallest amount owed between September 1, 1942, and ending with the close of the preceding taxable year. For instance, if the smallest amount owed at any one time between September 1, 1942, and December 31, 1942, were \$150, and he owed only \$100 on December 31, 1943, he could claim a credit of \$50 in figuring his 1943 Victory Tax.

Credit for war-bond purchases may be taken

for the amount that the Government bond holding of the taxpayer on December 31, 1943, exceeded his holdings on December 31, 1942.

To show how the new tax will apply, assume that a married man with two children earns \$60 per week and on this will pay a Victory Tax of \$124.80 in fifty-two weekly installments of \$2.40 each. This is computed by taking the annual wage \$3,120, subtracting the \$624 deduction, and taking 5 per cent of the difference. This man is entitled to a 44 per cent post-war credit on \$124.80. If he chooses to use the credit currently to buy war bonds, pay for life insurance, or reduce his indebtedness he may do so under the conditions stated above to the extent of \$54.91.

The employee who comes under the Social Security Act will, therefore, find a total of 6 per cent deducted from his pay. It will include the 5 per cent Victory Tax and the 1 per cent Old Age Benefit Tax which the 1942 Revenue Act has continued for 1943 at the same rate as used in 1942.

The Optional Income-Tax Form

The optional or simplified form for persons with a gross income of \$3,000 or less is the same as last year. The tax listed in the table contained on the income-tax blank takes into consideration exemptions and credits as well as a flat deduction for contributions, interest, taxes, etc., of approximately 6 per cent. In case the taxpayer fails to have deductions equal to 6 per cent of the net taxable income, it would be to his advantage to use the simplified form. Where gross income includes rents or royalties, the optional form can no longer be used.

This discussion is not intended to be a comprehensive coverage of the income tax for individuals, but only to point out some significant differences between the Revenue Acts of 1941 and 1942.

As a review of the knowledge of the mechanics of filling in tax forms as well as detailed explanation of deductions, exemptions, credits, etc., reference may be made to a number of sources. Three very good references are as follows: *Your Income Tax*, published by Simon and Schuster, New York City; *Federal Tax Accounting*, published by South-Western Publishing Company, Cincinnati; and *Federal Tax Course*, published by Prentice-Hall, Inc., New York City.

A New Way to Teach Business Forms

LLOYD L. JONES

BUSINESS forms are the result of business transactions or situations, and not the reason for them. Business forms, therefore, can be presented as abbreviated correspondence. They can be used as a means of recalling the buying, selling, and financial activities of business.

Business demands speed and the hurried consummation of deals of all sorts. Because businessmen cannot take the time to indulge in dramatic salutations and long-drawn-out complimentary closings, business resorts to abbreviated correspondence in the guise of common business forms.

A Bill—An Abbreviated Letter

To illustrate this point, we may say that a bill represents an abbreviated business letter written by the seller to the buyer after the transaction has taken place. In the bill illustrated, the seller really says the following:

Mr. Seth W. Spencer, 310 Main Street, Standard, Illinois.

Dear Mr. Spencer: For your convenience and information, I am sending to you a memorandum of what happened this morning. You bought from me, and I sold to you, the following items:

500 Spiral Bound Steno Notebooks @ \$.10 \$50.00
5 Gross No. 16 Pencils @ 2.55 12.75

2 Doz. Excelsior Fountain Pens @ 18.75 37.50
100 Reams Drawing Paper No. 8 @ 1.10 110.00

The total is \$210.25.

You agreed to pay for the goods within thirty days and I agreed to send them to you by the Brandt Truck Service. Yours truly, *Adam Logan*, Adam Logan and Company.

A Check—An Abbreviated Letter

To continue the idea, the teacher might present a check as an ab-

breivated business letter written by the drawer. The check given in payment for the merchandise listed on the bill illustrated here is an abbreviation of the following letter:

Standard Trust Company, Standard, Illinois.

Gentlemen: Please pay two hundred ten dollars and twenty-five cents (\$210.25) to Adam Logan and Company. Kindly subtract the amount from what I have already deposited with you for safekeeping.

After you have followed out my instructions and after the check has been returned to you, please perforate or stamp it "Paid" and send it back to me so that I can keep it as evidence of what happened. Yours very truly, *Seth W. Spencer*.

Boys and girls are more interested in the situations that give rise to the need for checks than they are in the mechanical details of making out checks. A reconstruction of the transaction that the business form represents adds to the understanding or appreciation of what constitutes business activity.

An Indorsement—Abbreviated Correspondence

Why not teach an indorsement on a check or note as abbreviated correspondence? When the payee writes his signature "in blank" on the back of a negotiable instrument, he really says:

Adam Logan and Company					
225 Superior Avenue, Memphis, Tennessee					
Mr. Seth W. Spencer			Date <u>January 3, 1943</u>		
310 Main Street					
Standard, Illinois					
Terms: Cash 30 days			Via Brandt Truck Service		
Date	ITEMS	Price	Amount	Total	
500	Spiral Bound Steno Notebooks	10	50 00	210	25
5	Gross No. 16 Pencils	2 55	12 75		
2	Doz. Excelsior Fountain Pens	18 75	37 50		
100	Reams Drawing Paper, No. 8	1 10	110 00		

Dear Holder in Due Course:

By writing my name on the reverse side of this check, I am transferring my ownership of or title to the document to you. I received the instrument in the usual course of business, for value, and in good faith. I am transferring to you a better title than that which I have myself.

I am so thoroughly convinced that this is a good and valid document that I am guaranteeing to pay it if the drawer or maker does not pay it. Yours truly, *Adam Logan*, Adam Logan and Company.

Of course, this letter repeats part of the uniform negotiable-instruments law, but it presents indorsements more effectively than is possible through an assignment of many definitions relative to indorsements. Each of the various kinds of indorsements is really an abbreviated business letter and can be presented as such.

The Deposit Slip

If the abbreviated form called a deposit slip were not available, Mr. Logan would have to write another business letter when depositing Mr. Spencer's check.

Merchants' Bank, Memphis, Tennessee.

Gentlemen: With this letter I am sending a check

for \$210.25 to you for deposit to the credit of the account of Adam Logan and Company.

Please send me a receipt or memorandum for this deposit. Sincerely yours, *Adam Logan*, Adam Logan and Company.

The Bank Book

If there were no depositor's bank book, the cashier or teller of the bank in which Adam Logan deposited the check he received from Seth W. Spencer would have to write a letter something like this:

Mr. Adam Logan, Adam Logan and Company, Memphis, Tennessee.

Dear Mr. Logan: We have received the indorsed check for \$210.25, for which we credit your account.

Please keep this letter as your receipt. Yours very truly, *John Smith*, Merchants Bank, Memphis, Tennessee.

Business forms and business documents save the time of customers and business owners. They necessarily have to be brief, but they are not discourteous. They simply speed business on its way. They portray, because of their clarity and brevity, the changing relations that are going on all the time in the field of business.

Vocational Education Gears to Wartime Conditions

A RECOMMENDATION THAT the United States Office of Education "be urged to use every means at its command to assist the vocational schools of the Nation in operating to the fullest extent possible for twelve months of the year" climaxed the 3-day War Work Training Conference of the American Vocational Association in Toledo, December 2-5.

Largely as a result of vocational school experience in the training of approximately 5,000,000 workers for war industries during the past two and a half years, the A.V.A. House of Delegates in their resolution sought acceleration at the secondary school level as an aid to the war effort in providing future members of the armed forces with as much training as possible before reaching the draft age of 18 years.

The 1500 members of the Conference at their opening session heard Brigadier General Frank J. McSherry, then Director of Operations, War Manpower Commission, say: "Production of war goods could never have approximated the goals set by the President had not the vocational schools of the Nation developed adequate training programs."

And they heard Merwin M. Peake, Chief, Pre-Induction Training Section, U. S. War Department, emphasize that "War news from North Africa is training news; 68 of every 100 men in our mechanized army must be trained specialists."

How vocational schools can contribute to the objectives of the High School Victory Corps was told by A. L. Threlkeld, National Director of the Corps. Other general session speakers included Kenneth C. Ray, Ohio State Director of Education, Grove Patterson, editor of the *Toledo Blade*, and E. L. Bowsher, Toledo Superintendent of Schools. The annual A. V. A. banquet was cancelled as a war emergency. Members invested the cost of the banquet in War Stamps and enjoyed a "Vocational Information Please" program.

Fred A. Smith, State Director of Vocational Education, Little Rock, Arkansas, was elected president, succeeding John J. Seidel, Assistant Superintendent in Charge of Vocational Education, Baltimore, Maryland. Chicago was selected for the 1943 conference of the American Vocational Association.

Classroom Psychology

For Shorthand and Typewriting

LOUIS A. LESLIE

THE purpose of this series is to present briefly some points of skill psychology upon which psychologists are in agreement, and to suggest the practical classroom applications of these points. Reference to specific authors will not be given, as the material presented will be only that on which there is general agreement.

A SKILL should never be forced or strained until it has been well established; at first it is best developed tentatively.

This sounds simple and easy, but the teacher must keep safely between the dangers that arise from violating this provision and the almost equal dangers that come from allowing a skill-learner to become sluggish in the use of his new skill.

In its application to shorthand and typing, this principle is especially important at certain "turning points." The learner acquires his skills so rapidly in each division of the learning of shorthand and typing that often a few days' caution is all that is required. That is to say, when the pupil first begins to write shorthand, he should not be forced to write too rapidly for a few days. He should be given time to experiment a little, to write the outlines rather slowly until he gets the "feel" of the writing. Once that has happened, he may then be pushed along rapidly for speed and form.

In typing, pupils may be greatly helped if they are given only a few minutes to try the reaches for the new keys tentatively and perhaps to watch their fingers before they are required to write by touch and at some speed.

In shorthand, the pupil should be eased gradually and tentatively into new-matter dictation until the skill is well established; then pressure may be applied without damage.

In typing, it is not wise to press the newly forming skill for too great a degree of accuracy. Let the pupil grope and fumble a while until the skill begins to toughen. Then the extra pressure for accuracy can do no harm

to the learning process, and it is necessary for the complete perfection of the skill.

An observance of this principle will guide us in the selection of the point at which we introduce each new phase of the skill-development work and the amount of pressure to apply as we begin each new phase.

When should we start stencil cutting? Certainly not until typing skill is well established.

When should we start to work on shorthand penmanship? When should we drive for endurance in shorthand dictation? When should we start addressing envelopes, or tabulating, or making rough drafts? When should we begin transcription? When should we start doing work for the principal's office and the Red Cross and the Women's Club?

The answer to all these questions lies in the first sentence of this article and in the teacher's judgment, based on his knowledge of the exact situation in any one class. Our interpretations may differ; but the facts remain that a skill should never be forced or strained until it is well established and that at first the pupil should be allowed to grope and fumble a bit until he knows what he is trying to do, before there is any attempt to get either speed or perfection.

The best flowers often must be kept in a hothouse for a time before they are strong enough to bear transplanting into the open air! So the best growth of skill often demands a hothouse bed before the skill is exposed to any severe demands. As we said in the first article in this series, skills are best learned under the most favorable conditions.

The expert does not simply perform more rapidly the same motions performed more slowly by the beginner. Perhaps even more important for the teacher is a realization that the beginner does not simply perform more slowly the same motions performed more rapidly by the expert. As explained above, the

psychologists tell us quite definitely that the learner of a new skill should be allowed some opportunity to grope and fumble.

In other words, the skill learner does not perform more slowly the rapid motions of the expert and will, in fact, learn more effectively if he is not too soon forced to attempt to imitate either the speed or the work-process of the expert.

It seems clear now that the most effective method is to guide the skill learner as rapidly as possible through the different stages of skill learning and to permit him to remain in each stage long enough to prepare him profitably to move on to the next stage of skill.

It is not profitable to endeavor to get the skill-learner to use prematurely a skill procedure characteristic of the expert writer. Before the skill-learner is ready for the higher level habit, any attempt to use it is likely to be a handicap rather than a help.

Not Causes, But Symptoms

Thus in typing, for example, we know that the learner must begin by typing the word letter by letter. Gradually he learns whole-word and syllable patterns, and finally he learns phrase patterns of considerable length. Any attempt to make the beginning typist use phrase patterns in typing will only retard his progress. Let the learner continue to type letter by letter under such conditions as will be conducive to the learning of word patterns.

When those learning conditions have permitted him to do some of his typing naturally on the word level, then it will be profitable to drive energetically toward word-level typing and at the same time arrange the general learning situation so that it will be conducive to the learning of phrase patterns. When the phrase patterns begin to appear naturally, we have the best possible sign of readiness for more intensive work on phrase patterns.

The same thing is true in shorthand. Permit the pupil to take his time at first, but under such conditions as will insure the development of more rapid writing. When the first symptoms of more rapid writing appear, they may be interpreted as a sign of readiness for further development along similar lines.

It is possible to obtain false symptoms of expertness from the learner. A learner may be trained to type or to write in shorthand almost any word just as the expert writes it.

Such training is likely to be time wasted, however, until that pupil has a background that will enable him to develop profitably the whole supporting technique of the expert.

Isolated bits of expertness are likely to be harmful rather than helpful. In shorthand, for example, we find that rounded angles are the symptom of expertness rather than the cause of expertness. The learner may be trained laboriously to round his angles, but that does not give him the effortless mastery of shorthand that causes the rounded angles to appear in the writing of the expert. Instead of working to have the learner round the angles in shorthand, therefore, it is much more profitable to spend the time working to give him the degree of expertness in writing that causes the angles to become rounded.

In any case, the learner must work his way up through the hierarchy of skills. If we attempt to make him skip any rung of the ladder altogether, we have damaged his learning process. The best teacher is the one who knows best how to help his pupil climb the ladder the fastest—but without skipping any of the essential rungs.

Local Control, the Solution

THE CHANNELS ARE OPEN, but the freight is heavy," writes Dr. W. W. Charters in an *Educational Research Bulletin* editorial, wherein he describes confusion in Washington because governmental agencies have not been able yet to co-ordinate their efforts when they ask schools to help with the war effort.

"The number of departments, divisions, branches, and agencies that develop programs addressed to schools is enormous," he says. "Sometimes the situation is fantastic, as in the case where thirteen Government agencies are working independently on the school lunch."

All this comes about because these agencies have discovered that through the schools they can reach the people. But the number of appeals from different Government agencies is distracting. Because schools cannot possibly answer all these appeals, they answer fewer than they would had an orderly plan been developed.

Local control is the only solution. Dr. Charters suggests that a wartime activity committee be formed in each school to examine all governmental appeals for co-operation, to watch existing programs, and to decide "whether or not additions can be made in fairness to the proposals and the welfare of the student body."

THE BUSINESS EDUCATION WORLD

January, 1943



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Off with the Old . . .

THE school year 1942-1943 marks the beginning of a new business education era. After the war we shall never return to our present status. Just before Christmas, the War Department sent to the principals of 50,000 public, private, and parochial schools official outlines of five courses to be offered to students and, in night classes, to older men facing induction. Outlines for additional courses, including business subjects, will be mailed this month.

"No greater immediate contribution," wrote Henry L. Stimson, Secretary of War, in a foreword, "could be made by the schools of the nation toward winning the war than to give our youth the basic knowledge and technical skills needed for modern combat. By doing this job well, the schools will free resources of the army for specialized training."

Let us review some of the effects of the war upon business education, and make some prophecies regarding changes and adjustments for the new year.

First. Junior high schools have had to consider the necessity of discontinuing the teaching of typing. Detroit was one of the first public school systems to close its junior high school typing classes and give the typewriters to the Government. It has substituted a course in General Record Keeping.

Second. Senior high school commercial departments have had to consider the necessity of restricting typing instruction to business students. A broad interpretation of this action indicates that the teaching of personal-use skills may be on the way out for the duration.

Third. The Government's tremendous and thus far insatiable need for stenographers and typists is causing school administrators to consider the necessity of supplementing and possibly supplanting the regular two- and three-year stenographic courses with intensive one-year and one-semester courses. They are not thinking in terms of courses that are shorter in the number of clock hours, but of courses that run from two to four hours, six days a week.

Such courses would permit high school seniors who had never before studied shorthand and typewriting to receive this training during their last year in school, and thus do their part in relieving this serious shortage.

Fourth. Many precious weeks of the induction training period in the Armed Forces are now being devoted to basic training. This training must be given before induction. Pre-induction training is not something to be added to what is already in existence, although that might be the ideal solution. The lack of time unfortunately will not permit ideal solutions.

The War Department and the U. S. Office of Education have taken the initial steps to introduce preinduction training by creating the High School Victory Corps.

The simplest way to put this essential war program into effect in commercial departments is to make available at once the entire facilities of the department for this training, regardless of the needs of the regular program.

Stop everything that needs to be stopped until the new program can be organized and put into operation. This is no assignment for an after-school committee, meeting two or three times a week. It is serious business, needing the attention of the best and most practical thinkers on the faculty. Let them go in a

room, close and lock the door, if necessary, and work day and night until the job is done. That is the way industry operates when it is confronted by an emergency. Business education must do no less.

Fifth. After the preinduction program has been put in operation, then the program for the rest of the students in the commercial department should be considered. The best possible schedule should be prepared, with the mutual understanding among teachers, pupils, and parents that any inconveniences brought about by the preinduction program will be accepted as their contribution to the preparation of their classmates who are to enter the armed services.

Sixth. This preinduction training program will have a far-reaching and beneficial result upon business education. Many teachers who will participate in the program will see classroom achievements hitherto considered impossible. They will realize that the motto on General Somervell's walls—"The impossible we do immediately; miracles take a little longer"—can be a reality for them, too.

For Victory's sake, our courses can no longer jog along at the rate of 40 minutes a day, five days a week, for two years. Nor have we the time to talk professionally about the circle on the back of the first curve, the tiger stroke, the balance-sheet approach, the this method, and the that method. We must strip our methods and our instructional materials for action—and go into action and stay in action until we have accomplished our objective.

Seventh. The efficiently conducted private business school is especially well qualified to make an immediate and valuable contribution to war-time education needs. Its flexibility of management enables it to adapt its facilities quickly to changing conditions. Its faculty is accustomed to meet teaching emergencies at a moment's notice. Intensive refresher courses for adults, employed as well as unemployed, new short war courses in such subjects as military correspondence and code typing, can be made instantly available in every city.

The petitioning of the Government to give the private business school some of its in-service and induction training business, solely because the school may have to close its doors without that business, is not likely to get the desired results. A business-like statement de-

scribing the educational service that the well-run private business school in every community is able and eager to render the Government, accompanied by a carefully worked out plan of procedure worthy of the problems involved will, on the other hand, receive the official consideration it merits.

Eighth. The announcement that the Government is taking over some 200 to 300 colleges for war-training purposes doesn't relieve business educators from a most important responsibility for business education on the collegiate level. Close and constant contact should be maintained with the Government authorities responsible for this program, for along with the technical training in the sciences must go managerial and executive training, thereby insuring the application of business-efficiency principles to the conduct of the greatest business the world has ever known—the SOS.

What a challenge! The more a teacher strives to improve his ability, and that of his students, the more lives of his fellowmen he will help to save.

Ninth. Business education will play a leading part in postwar education. Its teacher-training classes will be crowded. Day and evening school enrollments will reach new highs. Huge new industrial plants, built to manufacture war materials, will operate full blast in peacetime production. Hundreds of new airfields will teem with the activity of reconstruction.

A forecast of industry after the war is given vividly in an article in the December *Atlantic Monthly*, written by Arthur Kudner. The title is "Beyond Victory." In it he says that we are recruiting and maturing the greatest source of new wealth which any country can have—our stock of young managerial and executive talent.

We, too, must be recruiting and maturing—accountants, private secretaries and other business personnel, capable of keeping pace with this high-powered executive talent.

As we consider these opportunities facing us at the beginning of a New Year, we realize that for each of us there is but one New Year's greeting—Victory! So, off with the old and on with the new.

Training Japanese-Americans For Tomorrow

LUCILLE FRIEDMAN

Amache, Colorado, Senior High School

YAYOI UYESUGI, Mary Taniguchi, Tomiye Tsujihara, Sharon Hamakawa, Masaye Sugioka, Fumi Amemiya, Sumiko Nakamura—this is part of the roll call in a book-keeping class in session daily in Room C, Building 5, Block 8, Section H, at the War Relocation Center, Amache, Colorado. The town of Amache arose like some western phoenix from cactus and dust to become "home" for about 8,000 Japanese evacuated from their homes on the West Coast. The relocation center is situated in Southeastern Colorado about a mile southwest of Granada, in Prowers County.

Standing neatly row on row for thirty blocks are the sand-colored barracks that comprise the community's buildings. In a block are fifteen barrack buildings, each about 20 feet wide and 120 feet long. Each barrack is divided into six rooms, with one family occupying one room.

Schoolteaching Without Frills

It is a thrilling experience to have the privilege of aiding in the building of the education section in this project. This school—indeed, this entire undertaking—is unique in the history of America.

Because of the magnitude of the program, and the haste with which it was necessarily executed, the school buildings have not yet been built, and many teaching aids are not yet available. Blackboards, for example, have not yet been obtained, but both teachers and pupils realize that first things come first, and we compromise by using large white paper and colored crayons to help us learn our brief forms and our bookkeeping terms.

We have the satisfaction that pioneers always feel in creating civilization from sand and sagebrush. We point to a barren spot tangled with weeds and say, with the assurance of the visionary, "This is where our school will be."

At present, school is being held in Block 8,

Section H, which has been designated as the school block, and here all three levels of school are housed. A hand-painted sign above Rooms C and D of Building 5 boldly states, "Commerce Department." There are four teachers in this department, two Japanese-Americans and two Caucasians, all fully qualified by the Department of Education of the State of Colorado. One of our Japanese-Americans formerly taught shorthand in an American school in Japan.

The adjoining classrooms are the same size and shape as the apartments used for living quarters, and in fact were used for that purpose until the school acquired them. Each classroom is about 20 by 24 feet and accommodates, with a tight squeeze, forty pupils. The center of attraction in the room is a Government-issue coal-burning stove.

The total senior high school enrollment is approximately 512, and about 250 are enrolled for business subjects of one kind or another. The enrollment would have been even larger had we been able to offer typewriting. Typewriters, however, have been called to the colors, and, like many other schools, we have adjusted our program to the demands of the war.

The Business Education Program

The Commerce Department offers courses in beginning and advanced bookkeeping, beginning and advanced shorthand, office practice, commercial law, business English, and business arithmetic. But the aim of the commerce section, like the aim of the entire school system, is not merely to teach subject matter, but to help our students become adjusted to their present environment and to prepare them to live in normal communities after the war.

Because this project is a "retraining" center, the business-education section is interested in seeing that each person acquires a variety of

experience and learns useful information and skills that he may apply in making himself of more value to the community, as well as in making a happier personal adjustment.

In our office-practice class, we plan to organize some system of rotation of jobs, whereby each student may work for a few weeks as secretary to a teacher or an administrator, and then may go on to learn other skills by working in the stores or in the duplicating section.

All the community services are performed by Japanese. They are the secretaries and the bookkeepers in the offices, and the clerks and cashiers in the project stores. It is the function of the business-education section to prepare the students to enter into the life of the community and perform their duties with skill and understanding.

Launching a Co-operative Store

We believe, with John Dewey, that education is life, not merely preparation for life. One of the activities sponsored by the Commerce Department, embodying this philosophy, is the co-operative store, which is about to open its doors to students of the senior high school.

This is not merely a "make-believe" project. The capital for starting the business was secured by the students through the sale of shares, each share costing 25 cents. Only the idea of a co-operative school store was teacher motivated. Once it was suggested that such an enterprise might be set up, all the details were planned and executed by the students.

Their first action was to elect from each commerce class one member to represent the class at a ways and means meeting. The students insisted on democratic methods of selecting their representatives, and we have found them to be sticklers for compliance with parliamentary law. The right of franchise is dear to them, for they, better than most citizens, recognize its priceless value.

The members thus chosen to discuss methods of approach divided themselves into smaller committees: some developed slogans to use in a membership campaign. They enlisted the aid of the Art Department, and soon each room had a gay sign urging that 25 cents invested in the co-op would bring handsome profits. They made the entire student body co-op conscious.

The business English class was put to work

composing announcements and speeches that might be given in classrooms to aid the sale of memberships. The students in the speech class were drafted to make the speeches and announcements.

Home-made wooden tables were set out on the sand between barracks, and the sale of tickets progressed at an encouragingly rapid rate. More than 300 memberships have been sold, and every student in the school has been educated in the principles of co-operative enterprises. No doubt this applies to the parents, also.

The members have recently elected temporary officers for their business. They have elected a personnel director, who will deal with any employment problems that might arise in the hiring of student clerks in the store.

In the advanced bookkeeping class is vested the responsibility for auditing the books of the store, and keeping straight its transactions. The treasurer of the co-op is an advanced bookkeeping student who will have charge of making formal statements to shareholders and will be responsible to the members for all the financial details involved. Students will be responsible for ordering the stock, keeping inventories, and all the myriad tasks incident to this venture.

The first meeting of the board of directors is being eagerly anticipated, for it is then that store policies will be formulated. All are keenly interested in the first declaration of dividends. Thus, our students are facing a real situation, for in the community all the stores will be run on a co-operative basis, and their school co-op will give them splendid training and enable them to enrich their community with their experience.

Our students are facing reality and are doing a fine job of adjusting their values to conform with their new environment. They recognize that their presence in the project is their "bit"—their sacrifice for our war effort. We are holding forth to them a hope for improvement and happiness.

We and they are attempting to live a democracy of works, not words. This teaching situation give us an opportunity to give more than lip service to our ideals. We are accepting this challenge and are finding deep satisfaction and inspiration in the patriotism, tolerance, and courage of our American students of Japanese ancestry.

The Cost of Training a Salesperson



LOWELL A.
DECKER

YOU who have worked with part-time distributive occupations pupils in secondary schools have faced the problem of conditioning students concerning pay for their

first co-operative jobs; and you have had to sell employers on the idea of paying students from the beginning, when there is evidence that the ordinary induction period costs the firm considerably more than a beginner can earn.

As this conditioning must be done early in the training of retail students, it can best be done in the pre-cooperative classes. Here the teacher must explain the purposes of the co-operative program and its relation to the curriculum. The pupils should understand that the training they receive, the school credit given for the course, and a comparatively small wage are fair returns.

When the subject of pay came up in one of our training classes, the pupils discussed the problem and decided they should be paid because they were doing a number of beginners' tasks that were harder and more distasteful than the work being done by experienced salespeople. (Our co-operative students in this class earned an average of 8 cents an hour less than did full-time beginners, some of whom were experienced.)

As it was rather difficult for some pupils to understand an employer's point of view, we decided that each student should interview his prospective employer on the cost of training beginning employees.

The subsequent reports contained excellent points for convincing pupils that there are many indirect as well as direct costs to firms in inducting sales clerks. These reports proved conclusively that beginners are not indispensable to a store and that the pre-cooperative and related training classes can eliminate and reduce many induction costs.

The outgrowth of this was a plan to take

beginners' defects apart and to prepare a unit of training to overcome each defect so that trainees would know what situations to avoid in their stores. The items that were mentioned in their reports are, of course, discussed in any sales-training class. But coming to them in this way, they seemed more real than if we had turned to a reference text and tabulated them.

All reports were from small stores that do not have training departments. The costs indicated on the individual reports varied widely. Variety stores and carefully supervised chain stores reported the lowest costs. (The reason for this might have been that these stores know what induction costs are, while the average independent store owner or manager must make a vague estimate, probably based on recent experiences.)

Higher costs of training were reported by ready-to-wear shops, furniture stores, jewelry shops, and other stores in which most items sell for large amounts and in which personal service is given.

Actual Training Costs

Reports revealed that induction costs for inexperienced beginners average between \$175 and \$224 for initial ninety-day periods in stores with annual gross sales of approximately \$200,000. This cost is in addition to wages paid.

These reports proved so interesting that we prepared a summary of the principal factors that enter into the cost of inducting an inexperienced store worker. We asked experienced store managers who co-operated with us to estimate training costs for three-month periods. The following breakdown represents average costs.

LOWELL A. DECKER is state supervisor of distributive education for South Dakota. He received the Ed. M. degree from Harvard University this year. Mr. Decker was head of the Department of Business Education and co-ordinator of distributive education in the Rapid City (South Dakota) public schools for seven years. He is president of the South Dakota Commercial Teachers' Association and State Director of the N.E.A. Department of Business Education. His hobby is photography—the *London Times* published three of his pictures.

Manager's time with salesperson	\$ 30.00
Salesperson's errors and lack of knowledge of merchandise	60.00
Time of experienced salespeople with beginner	25.00
Errors in prices to customers	15.00
Time wasted through lack of knowledge	20.00
Annoying customers through lack of competence	20.00
Missing sales	30.00
Miscellaneous costs	15.00

Total cost for initial three months' \$215.00

Why Training Is Expensive

Training a beginning salesperson is expensive largely because, not knowing the merchandise and correct selling procedures, he loses sales. He does not know the stock, the location of merchandise, the relative values of different brands, the exact prices, and the taxes on certain articles. He does not know how his merchandise compares with his competitor's goods, or how or by whom his own product is made.

Another factor that results in lost sales is an employee's misjudgment. He is unable to adapt his selling procedure to different kinds of customers; he neglects to use the presentation that would make the strongest appeal. The beginner pushes easy-selling, low-profit merchandise and neglects suggestive selling, or the presentation of alternate articles. He loses sales because he does not have the confidence of older customers when personal judgment and advice is needed, because he does not recognize the psychological time to close the sale, and because he cannot give sufficient instructions for the best use and care of articles.

Perhaps a clerk loses sales because his customers resent his indifference, carelessness, or insincerity. He has not yet learned to develop considerate, helpful, and friendly attitudes; and until he does, his employer will lose money.

The time spent by the manager and experienced salespersons in training beginners figures prominently in costs. When a manager trains new employees, he must explain the firm's policies and analyze the jobs to be done. Experienced employees teach the beginner routine duties, and they must often take over difficult selling and adjustment problems.

Breakage and damage to goods through improper handling represented a considerable portion of the costs on our reports, as did actual loss of money through mistakes in figuring totals, in subtracting discounts, and in adding taxes.

A good co-operative vocational-training program selects trainable students and gives them proper preinduction, related training, and additional extension training. This training definitely shortens the initial period of loss. Carefully planned instruction in the related training classes brings the trainee much more rapidly to the level of a qualified salesperson who earns a profit for his employer. Merchants appreciate any plan that helps them to save money by decreasing their costs of doing business.

Employers showed our students why it is expensive to break in a worker who learns by the pickup method. The survey brought out definite ways by which a co-operative program saves stores much of the initial cost, unnecessarily incurred when firms employ inexperienced workers who do not receive preinduction and related training.

This project, we have found, is an excellent approach to a retail selling program on a pre-employment basis. Among other things, it makes students understand that they are not worth full pay as learners, that they are still "in school" when they are on part-time jobs, and that school credit for store work is partial compensation for services rendered.



Captain G. U. Stewart, commanding officer, Coast Guard Training Station, Manhattan Beach, New York, presenting awards during a review. Assisting is Ensign Philip S. Pepe, acting as regimental adjutant for the day. Mr. Pepe was formerly assistant editor of the *Business Education World*.

SIXTH INTERNATIONAL

Three Divisions: Public High Schools; Catholic High Schools; and Colleges

PRIZES AND AWARDS (For *Each Division*). *First Place in Each Division:* A silver trophy cup awarded permanently to the school; \$10 to the teacher (or teachers) of the winning club.

Fifty Individual Student Awards: A check for \$1 to each of the fifty students who submit the most outstanding papers.

Five Dollars to the teacher (or teachers) of the club that submits the largest number of papers in each division.

Additional Awards for Teachers: A special bookkeeping fountain pen with posting point to the teacher of each club submitting outstanding papers. (Thirty of these pens will be awarded.) Hundreds of gold, blue, and red seal superior achievement certificates, suitable for framing, will be awarded to teachers whose clubs meet certain standards, whether or not they win one of the above prizes. *All teachers* submitting outstanding clubs will receive the superior gold seal certificate.

Additional Awards for Students: Special two-color "International Bookkeeping Contest" certificates will be awarded to all students whose papers meet an acceptable business standard, whether or not their club wins one of the prizes. There will be no charge for this certificate; the contest entry fee of 10 cents covers its cost.

ENTRY FEE. To help defray contest expenses and to cover the cost of issuing two-color certificates to every student whose paper meets an acceptable business standard, an entry fee of 10 cents will be required for each student who enters.

CONTEST MATERIAL. The official-contest problem and complete contest rules will be published in the February, 1943, issue of this magazine. Teachers who wish their students to have individual copies of the bookkeeping contest problem may duplicate the contest problem to be found in the February **BUSINESS EDUCATION WORLD** or may purchase reprints of it from the B.E.W. at 2 cents a copy (see contest coupon on page 305). One copy of the problem will be sent free to each teacher

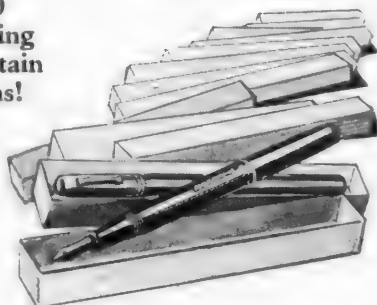


3 Silver Trophy Cups!



**83
Cash
Awards!**

**30
Posting
Fountain
Pens!**

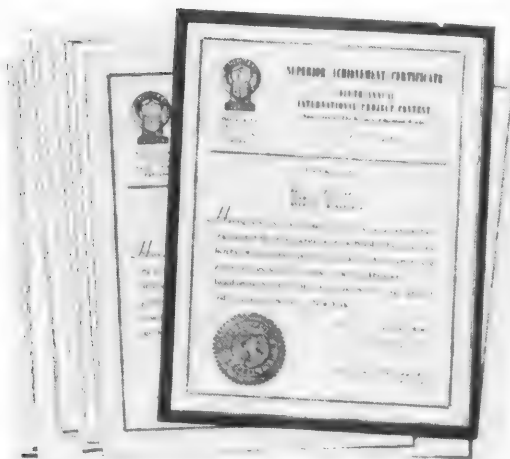


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- **Hundreds of Gold, Blue, and Red Seal Certificates for Teachers**

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- **Contest Entry Fee, 10 cents a Student**
- **Contest Begins in February, Closes April 1, 1943**
- **Mail the Contest Entry Coupon on Page 305 TODAY!**

Tell Your Bookkeeping Teacher Friends About This Contest for Their Students

who sends the contest coupon. The contest problem will be a practical business problem similar to the bookkeeping problems that have been published monthly in the B.E.W.

ENTER AS "CLUBS." Ten or more students are required to constitute a club to be entered in any of the divisions. Only one club may be entered by any one school, but the students of one or more teachers may combine their work into one club representing the school. Schools having fewer than ten students eligible may enter them for individual awards. All team entries are automatically entered in the Individuals Class.

SMALL AND LARGE CLUBS HAVE EQUAL CHANCE. Every club, large or small, has an equal chance to win in this contest. The composite score for each competing school will be the sum of three percentages:

1. The percentage of the total enrollment of the class or classes submitting papers. (Example—75 bookkeeping pupils: 72 papers submitted; score, 96 per cent.)
2. The percentage of papers submitted that reach an acceptable business standard. (Example—72 papers submitted: 67 acceptable; score, 93.05 per cent.)
3. The percentage of papers submitted that rank as superior. (Example—72 papers submitted: 13 superior; score, 18.05 per cent.)

The final composite score in this case would be 96 plus 93.05 plus 18.05, a total of 207.1 out of a possible 300 per cent.

WIN RECOGNITION. Here is a fine opportunity for you and your students to win recognition in the eyes of school administrators, parents, and local businessmen. Whether or not you win one of the many prizes, you can still qualify for a beautiful Teacher's Superior Achievement Certificate.

WHAT TO DO NOW. Turn to page 305, fill in the contest coupon, and mail it TODAY. It will bring you on February 1 everything you will need for the contest. Then watch for the February B.E.W.!

News from Washington

TO CARRY FORWARD the function of a rallying point for youth-serving organizations, and to continue implementation of studies of the American Youth Commission, the Committee on Youth Problems was formed by the American Council on Education. The Committee will issue a regular bulletin, free on request to agencies and individuals interested in the problem of youth.

Henry I. Harriman, former president of United States Chamber of Commerce, who served as vice-chairman of the American Youth Commission, heads the new committee.

For copies of the *Bulletin*, and for further information about the work of the Committee on Youth Problems, write to American Youth Commission, 744 Jackson Place, Washington, D. C.

IN A HANDBOOK entitled *Youth Service Councils*, types of organizations and projects applicable to communities of vastly different size and composition are outlined. The booklet, published by the New York State Education Department, says:

Hitler and Mussolini discovered early that, in the whole population, youth from sixteen to twenty-four years of age were the most willing to accept Fascist doctrines. These young people . . . were no longer taking part in school activities, they were economically unsure, and they were not being initiated into full community life on any basis that held promise of equality with older adults. Yet potentially this age group offered idealism, energy, intelligence, and tremendous capacity for action. They might have saved Italy and Germany for democracy had more intensive and intelligent efforts been made earlier to harness their energies in support of democracy.

A SUBSTITUTE: A radio broadcast took the place of the convention of the New York State Teachers Association, Central Western Zone. The half-hour program was proposed because travel restrictions made the convention inadvisable.

"VARIOUS INDIVIDUALS in Washington have announced that liberal education is a luxury with which the country must dispense during the war. There is an insistence that nothing but technology be taught from the age of six. At a time when the Army Air Force is complaining that high school graduates cannot read or write or do elementary arithmetic, the Office

of Education is asking the high schools to teach aerodynamics.

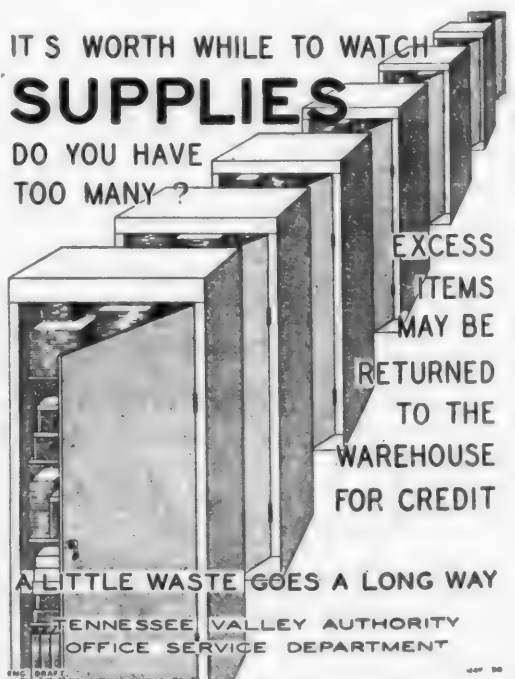
"Liberal education is essential to the citizens of a democracy. It is essential to our citizen-soldiers in a war which requires initiative and intelligence. Technical training that is not based on liberal education will produce only robots. Robots cannot win the war or contribute to the peace; they can be only a menace to the nation."—Robert M. Hutchins, President, University of Chicago.

ON OCTOBER 24, President Roosevelt approved the Brown Amendment to the Hatch Act.

The President's signature restores the political rights of hundreds of thousands of teachers. In the words of Senator Brown of Michigan, this amendment "will remove this cloud (of suspicion) from the teaching profession and give the general public the benefit of participation by teachers in political activity."

The Hatch Act, as amended in 1940, was designed to prevent "pernicious political activities." It prohibited any officer or employee of state or local agencies who received any pay from Federal funds to take part in political campaigns.

Leading the successful fight for the Brown Amendment were the National Education Association and its Commission for the Defense of Democracy through Education.



Our Armed Forces Use Shorthand



RUSSELL G.
CARTER

SEVERAL months before the United States declared war, Dan S. Steinle, a stenographer for a wholesale grocery company, gave up his job and enlisted in the Army. Because of his business school training and two years of office experience, he was placed on duty as a clerk. After the United States entered the war, he was promoted rapidly. As this story opens, he has the rank of staff sergeant and is the operations clerk for a bombardment group that has been sent to Egypt. This group is co-operating with the R.A.F. in attempting to stem the German tide, which is moving along the northern coast of Egypt under the command of Marshal Rommel.

At 3:00 a.m. on October 14, 1942, Sergeant Steinle's commanding officer, Colonel Max E. Babb, calls a meeting of his staff and squadron commanders.

When all are present, Colonel Babb speaks:

"The German ground units have advanced along the Tobruk-Sidi Barrani Railroad to within twenty-five miles of Matruh. One enemy column is flanking Matruh via El Qattara. The leading German column is advancing along the railroad adjacent to the coast of Egypt. Another column is attacking Matruh from the southeast.

"The American and Royal Air Forces are bombing the spur railroad near captured Sidi Barrani, seventy-five miles west of Matruh. This spur railroad contains troop transports and heavy railroad guns.

"A British motorized division located at Matruh is preparing to repel three columns of German panzer units, which are within twenty-five miles of the city. Speedy American torpedo boats are co-operating with the British Navy in attempting to stop a sea invasion from Crete. The British Second Army is to be held in readiness.

"The Ordnance Department will open for

This article was written by Mr. Carter in October and was scheduled for publication in December. It was sent to Washington for official approval and received by us a few days too late for publication in the December B. E. W.

—Editor.

ammunition issue at 4:00 a.m. The leading bombardment squadron will draw ammunition at 4:10. The secondary bombardment squadron will draw ammunition at 4:20. Gasoline will be obtained from tank trucks located on the field. Planes will be serviced individually and not in groups. All wounded personnel will be sent to the Army hospital immediately upon landing. All anti-aircraft units will be on a twenty-four-hour alert.

"This group will concentrate their bombing on a German spearhead which is advancing toward Matruh from the southeast. The destruction of ground troops accompanying the panzer divisions comprising these columns is also to be effected.

"Using 500-pound demolition bombs, the leading bombardment squadron will attempt to disperse leading motorized units approaching the crossroad southeast of the Matruh road junction. Using 200-pound fragmentary bombs and thirty-caliber machine gun ammunition, the secondary bombardment squadron will strafe and bomb enemy troops in the rear of the German Sixth Panzer Division. All squadron commanders will report the number of planes lost in action.

"Time of take-off: 4:45. Route out: follow railroad through El Daba and Fuka. Time of attack: 5:15. Method of attack: waves of flights. Method of bombing: by individual airplane from dive. Route back: direct. Landing instructions: use the southeast corner of the field. Land by individual airplane at one and a half minute intervals.

"All planes will keep in communication with headquarters. The command posts are headquarters and the leading plane in each squadron. The 'E' distribution will be used on this order.

"By the way, we will use the Royal Intelligence Service Map of Egypt, dated 1942, with scale 1/15,000. This is field order No. 4."

Unnoticed, Major Sam R. Everett, Operations

RUSSELL G. CARTER is a senior instructor in the clerical department of the Air Forces Institute, Scott Field, Illinois. He is a graduate of Southern Illinois State Teachers College and has studied law at the University of Colorado and St. Louis City College of Law and Finance. Mr. Carter is now writing texts on military administration and organization for the Air Forces Institute. His article on "The Army Air Force Training Program" appeared in the October, 1942, *Business Education World*.

Officer, has directed Sergeant Steinle to take notes on what Colonel Babb says. Of course, Sergeant Steinle must take down in shorthand Colonel Babb's entire speech, which is really a verbal combat order, to be taken and transcribed into regular military form. In this position, an excellent shorthand student is as necessary as the B-17's that carry out the bombardment mission. The reason is obvious.

Now the scene shifts to the orderly room of one of our pursuit squadrons stationed at MacDill Field, Florida. Captain William B. Fisher, Commanding Officer of the Sixty-fourth Pursuit Squadron, is ready to answer his daily correspondence.

If Captain Fisher dictates his letters or endorsements to an enlisted man, the chances are about fifteen to one that the enlisted orderly will not take the material in shorthand. In most instances, Captain Fisher must write his correspondence in longhand and then submit

it to his orderly to be typed. Think of the precious time that could be saved if our secondary public schools would train enough young *men* in shorthand to meet the military demand for clerks! Our Air Forces' one source of shorthand instruction is the Air Forces Institute at Scott Field, Illinois.

How about shorthand for the enlisted man's personal use?

All our military organizations are working at top speed to train men for various jobs—such as mechanics, clerks, radio operators, gunners, bombardiers, pilots. The soldier-student takes notes on the many lectures given during his period of training. How much easier it would be for the men to use shorthand!

At the officers' candidate school in Miami Beach, Florida, for example, the prospective officer is required to complete thirty-five courses in three months—yes, thirty-five different courses in three months. Consider, then, the advantage possessed by the candidate who is equipped with a knowledge of shorthand when he enters the school.

This is a new kind of war—it's a war for specialists. Now that the draft age has been lowered to make eighteen- and nineteen-year-old men eligible for our Army, a challenge has been thrown at secondary schools. Will the schools accept this challenge and give our armed forces the trained specialists that are so greatly needed?

Tri-State Educators Hold First Wartime Meeting

MORE than seven hundred business educators attended the first wartime meeting of Tri-State Commercial Education Association at the William Penn Hotel at Pittsburgh on November 6 and 7.

Soldiers stationed in Pittsburgh were guests at a party held on Friday evening.

The following speakers appeared on the Saturday morning section programs: Professor Russell A. Dixon, University of Pittsburgh; Dr. B. Frank Kyker, Chief of Business Education Service, U. S. Office of Education; Earl P. Strong, U. S. Office of Education; Mr. McManus, manager of U. S. Employment Service, Charleroi, Pennsylvania; Dr. Harvey Andruss, president of Bloomsburg State Teachers College; and Dr. J. Nelson Mowls, Superintendent of Uniontown Public Schools. In the Salesmanship and Distributive Education section, Bishop Brown, of the Uni-

versity of Pittsburgh, led a panel discussion.

Officers elected for next fall's sectional meetings were as follows:

Consumer Education and Social Business: *Chairman*, H. G. Griffin; *Vice-Chairman*, George Fisher.

Bookkeeping and Clerical Practice: *Chairman*, Sister Mary Francesca; *Vice-Chairman*, M. Costello Ressler.

Salesmanship and Distributive Education: *Co-chairmen*, Mary Follansbee and Harold W. Thomas; *Secretary*, Gertrude Hunter.

President Robert L. Fawcett presided at the Saturday luncheon. A representative of the War Production Board made an urgent appeal for typewriters to aid our Government during the war. Dr. William A. Irwin, national educational director of the American Institute of Banking, spoke on "The War and Our Economy."

Airline Passenger Agents

—THEIR TRAINING AND DUTIES

FRANCES AVES SMITH

The October B.E.W. carried an article that told how stewardesses take care of passengers' needs thousands of feet in the air. This article describes passenger service on ground.

AMONG the passenger agents employed by a midwestern airline five years ago were four young men who had come up from the ranks of cargo service men and office employees. Today, these men are still working for the same airline, but all four have more responsible, better-paid positions, in four different cities. One is a district traffic manager; another, his company's educational director; the third, an airport station manager; and the fourth is chief passenger agent.

Work Leads to Advancement

The passenger agent's job is one of the most coveted in airline offices. One of the reasons for this is that it is a steppingstone to administrative work. It is hard to find in the training of any other airline employee a more thorough grounding in the basic principles of airline operation than a passenger agent gets. Because of this, he is in direct line for promotion to chief passenger agent, superintendent of passenger service, director of passenger service, and from there to other executive positions in the company.

Moreover, a passenger agent's work itself is continually new and interesting.

His first thought is to arrange for the comfort and travel convenience of airline passengers, which means that he comes into contact with many different kinds of persons during a day. Soldiers, farmers, actors, businessmen, musicians, Congressmen, persons known all over the world and those whose names mean nothing—he meets them all and takes care of their needs before they board planes.

A passenger agent constantly tries to sell his airline to the public. "He personally creates revenue," explains *Aeronautical Occupations*,



Checking the names of air travelers as they board a Mainliner is only one of this United Air Lines passenger agent's many duties.

a Boeing School of Aeronautics booklet, "for the service that other departments are called on to produce."

What a Passenger Agent Does

The uniformed man who stands at the foot of the steps leading to the door of the plane and checks your name as you enter is a passenger agent. It's not his fault if you miss the plane; he has done his best to see that all passengers on his list are at the ramp at flight time.

If you are an invalid, he has arranged for the service you need. If you are on a death call, he has informed the stewardess and all other airline employees who will serve you on your journey. If you are traveling with children, he has seen that the proper food has been taken aboard. If you have to cancel

your trip, he refunds your money immediately.

The man who checks you off the plane is also a passenger agent. He knows whether you have a round-trip ticket and whether you have to make connections with another plane. He asks whether you have transportation from the airport to the city. If you have a round-trip ticket, he asks you for your address and telephone number. If weather conditions make flights uncertain, he will telephone you two or three hours before your departure is scheduled, to tell you that the plane will fly or that the flight has been canceled. If it has been canceled, he will reroute you—by another airway, if possible—or by train or bus.

Agent's Responsibilities Vary

Making a passenger's trip pleasant is only one of his duties. Many airlines make their agents responsible for determining loads. That is, an agent takes into consideration weather conditions and the total weight of his passengers, their luggage, and any mail and baggage that the plane is carrying, and determines how much gasoline the plane should carry and where it must stop to refuel.

Before a plane can take off, the passenger agent must obtain the necessary releases—from the maintenance department, certifying that the plane is in condition to fly; from the space-control department, assuring him that the passenger list is complete; from the chief station meteorologist, indicating that weather conditions will permit flying; and from the operations department, saying that the cargo has been loaded. "O.K. for flight," these releases read.

An agent has considerable clerical work to do; he has reports to make and letters to answer. If he is employed at a small station, he probably has to keep books as well, handle

cash in selling tickets, and take care of express, mail, and baggage. In fact, he and his assistant may have charge of an entire office.

Furthermore, one airline may give him responsibilities that other companies assign to someone else. Pennsylvania-Central Airlines, for example, says that its agent is "responsible for co-ordination of activities on the ramp in accordance with instructions assigned by the chief agent." This means that the passenger agent supervises airplane service men, cargo handlers, hostesses, and assistant passenger agents—a duty that another airline may give to its operations department.

Chicago and Southern Air Lines agents supervise all sales and passenger-service policies at the airport. Braniff Airways and Northwest Airlines give their agents reservations-department duties. At all but the largest terminals, agents arrange for reservations by telephone and over the counter.

Increasing Opportunities for Women

This work, which used to be done by men only, now attracts women. Since the war began, airlines have appreciated the ability of women to step up to passenger-agent jobs from hostess, reservations department, accounting department, and other clerical-department ranks.

Of Braniff's fifty-four passenger agents, sixteen are women. They are called terminal hostesses to distinguish them from air hostesses.

After Pearl Harbor, Transcontinental and Western Air trained fifty-five girls as passenger agents. Most of them were already T.W.A. employees.

J. J. Scholze, Assistant Chief of Stations for Pennsylvania-Central, says, "We have a pas-



These young women in Pan American's passenger service department take care of the needs of Clipper passengers from many lands.

senger-agent training school at the present time for women only. We are employing no more men who have the slightest induction potentialities."

Pan American Airways offers unique employment opportunities to young women who have had varied and broad education and experience. This airline employs nine young women in its passenger-service department. They are all college graduates. Several have studied and traveled in Europe and in South America. Each speaks at least two foreign languages. Spanish, French, Portuguese, Chinese, Greek, and German are on the list of languages spoken by these girls.

Representing many sections of the United States, these young women have various backgrounds, education, and training. Their uniforms are carefully tailored two-piece dresses, navy blue in color.

Just before the arrival or departure of a Clipper, their work begins. They welcome diplomats, businessmen, refugees, government employees, military officials, and all others who enter the Port of New York by Clipper.

While passengers from a newly arrived Clipper are clearing through the customs, these young women take messages from the travelers to waiting friends. As they are often asked to make hotel arrangements for the arrivals, they must know the different kinds of New York hotels and their rates.

In the waiting period before a Clipper leaves, these young women talk to the passengers in the languages they understand, bring them magazines and newspapers, and take care of last-minute telephone calls and errands.

Passenger-Agent Training

Service given to travelers by all airlines—adapted, as in the case of Pan American, to particular needs—requires organized staffs of well-trained men and women. Before taking over their duties, they go to passenger-agent training schools or are carefully trained on the job.

If they are employed by Braniff, United, or Pennsylvania-Central, they attend classes for three weeks, six hours a day. No tuition is



A United Air Lines passenger-agent school. In classes such as these, many airlines teach passenger-handling methods to new employees.

charged; airline department heads and executives are the instructors.

Student-agents learn fares, routes, and flight schedules—how to sell tickets, to make reservations, to make refunds, to handle baggage. In addition to governmental and Civil Aeronautical Authority regulations, they must know their company's policy in regard to handling passengers and the personnel whom they will supervise. They find out what kinds of communications their company uses and what weather terms mean, and they learn the airline code.

It is good psychology, they are taught, to keep passengers moving. If a flight has to be canceled, or if a passenger misses a connection, he must be routed in some other way. If he has to stay overnight in a city unexpectedly, he must be told immediately where he can get the best hotel accommodations and the best meals. At no time is a traveler allowed to stand in the middle of an air terminal and wonder, "What'll I do next?"

Chicago and Southern, T.W.A., and Mid-Continent Airlines agents are trained through work on other jobs and through supervision for a few weeks. T.W.A. has a carefully worked out schedule for promotion. A cargo handler is in training to become a junior agent, who, because he assists passenger agents, receives excellent experience for work as a full-fledged agent.

American Airlines and Northwest Airlines give passenger agents the same training that reservation clerks receive. This means, for American, a four- to six-weeks course; for Northwest, a probationary period during which an employee is constantly supervised.

Preliminary Education and Qualification

Because airlines know that passenger agents will be considered for administrative positions higher in the scale after three or four years' experience, they have definite suggestions about the kind of education they want these young men and women to have had. Courses in geography, mathematics, physics, aeronautics, transportation, psychology, public speaking, general science, English, business administration, typing, and business machines—all airlines think these are important.

To this long list, T.W.A. adds teletype, radio, commercial telegraphy, and meteorology. Mid-Continent adds commercial law. There are no precedents in the airline business, its officials explain, and any knowledge of legal practices that a passenger agent has will often help him in the quick decisions he must make regarding company policy.

A thirty-weeks airline-operations course for passenger agents, dispatch clerks, and traffic representatives, offered by the Boeing School of Aeronautics, includes these subjects: Air Transport Principles, Aircraft and Theory of Flight, Civil Air Regulations, Safety, Mathematics, Navigation, Airway Aids, Typing,

Operations Procedure, Air Law, Meteorology, Radio Operations. Tuition is \$540.

In preparation for this course, Boeing recommends that high school pupils include in their course as many of the subjects suggested by the airlines as possible, plus economics, two years of a foreign language (Spanish for Pan American service), and bookkeeping or accounting.

When airlines employ a new passenger agent, or promote him from other ranks, they notice his appearance, because passenger agents, like stewardesses, are on an airline company's "front line." Poise, ability to wear a uniform well, and an intelligent, pleasant face give air patrons confidence in airline service.

United, in its list of qualifications, specifies that a passenger agent be between the ages of twenty-four and thirty-five and have an attractive voice and personality. He must not wear glasses. This is for the sake of both appearance and safety. Part of his work will be in the hustling activity around a plane while it is being loaded, and glasses might be knocked or blown off.

When making promotions to passenger agent rank, Braniff considers an employee's past performance and his knowledge of airline work, which is determined by a test that the company gives. Chicago and Southern weighs his background of practical airline experience, his past business experience, his personality, and his sales ability.

"Is he businesslike?" Pennsylvania-Central executives want to know. "And is he interested in serving the public?"



Teacher On the Move

The article, "Let's Teach Typewriting," in the October B.E.W. made quite a point of stressing that good teaching can be done from behind the desk. I should like to take exception to the statement and say that good teaching *requires* the teacher to move about.

I have thought, in giving the simplest of directions, that nary a student could misunderstand, but they *can*. And how are we to find out that the student is using the wrong finger on a key, for instance, if we aren't right there to see?

By discovering errors as we move about, we can help the student to discard bad habits at once, before he has a chance to get a wrong **mind-set**—or in typewriting we might call it a "finger-set."

I firmly believe in setting up the classroom as nearly like a life situation as we can. What office will our people ever work in where there is absolutely no one walking about and no disturbance of any kind? Why shouldn't the student become accustomed to helpful observance by the teacher? We can let these young people know that we are there to help them get all they can out of the work. This help cannot be given from behind the desk.—*Mrs. Evelyn Stevens, Arts High School, Newark, New Jersey.*

RECENTLY WE HAD a student tell us that a certain teacher made such vague assignments that the class (which was small) always met outside the building and decided for their own protection how they would handle the problems.—*A.B.W.A. Bulletin.*

Chester High business pupils spend three weeks of their senior year in offices

Co-operative Secretarial Training



CHARLES J.
JENSEN

DURING the last semester of the senior year, each member of the office practice class in Chester (Pennsylvania) High School is assigned to work in an office in the

community for a period of three weeks. Each pupil is in the office during the entire working day for the three weeks.

Pupils have no classes at all during the period when they are working in offices. An exception to this rule is made in case a pupil is weak in any subject. In such instances, a special assignment is arranged or the pupil is assigned to a high school office so that he can attend a class. Sometimes the entire class of students of each 12B commercial subject is out in offices. At other times, half the class is working, and the second half goes out when the first half returns. Subject matter is then repeated.

No Compensation for Work

Pupils do not expect compensation when they are on the co-operative project, and they have suggested that all compensation received go into a fund managed by themselves. From this fund, pupils are reimbursed for expenses necessarily contracted that ordinarily they could not afford. Most of the employers are willing to furnish transportation or lunch or both. The remainder of the fund accumulates for the purchase of some needed piece of equipment for the office practice class.

Since many of the students get their experience in the offices of the school system and charitable institutions, only a small amount of money is accumulated during the first year.

Naturally, the office practice class contains a rather select group. It does, however, include a few borderline pupils. They are assigned to

the type of office in which we believe they will succeed. This consideration of weaker students is important, because they need experience as much as the stronger ones. It has been our experience that many pupils whom we have considered weak turn out to be good office clerks. It is not our desire to draw too many conclusions on the basis of marks and classroom observations alone.

The Third Week Is Needed

The philosophy that dictates the length of time that pupils spend in the office on the co-operative plan in Chester is based on the probable time needed to observe and get the feel of office atmosphere and requirements. We agree with Ernest A. Zelliot of Des Moines, who says in the February, 1941, issue of the *BUSINESS EDUCATION WORLD*, "We believe that the work done is insignificant in comparison to becoming familiar with office requirements."

Investigation in Chester on the problem of how long the co-operative activity for each pupil should last has brought out the following facts.

During the first semester in which our project was in action, the pupils worked in offices for two weeks. Usually, during the first week the pupil was almost useless. The second week, he began to "catch on," but then the project was over. We realized that a two-week period had a weakness, in that the pupil did not have an opportunity to work after he had begun to understand what he was doing. It appeared necessary to increase the period to at least three weeks. This change was affected immediately.

We have found that during the third week, the pupil feels more like one of the staff and is more nearly oriented to the real situation. During the three-week period, the pupil has the opportunity to realize a well-rounded cycle of experiences. He does not wear out his welcome, the employer feels repaid for the opportunity he had so graciously offered to the pupil, and there is little possibility of any form of

CHARLES J. JENSEN was head of the Commercial Department of Chester (Pennsylvania) High School when he wrote this article. He has since become director of personnel for the Heppenstall-Eddystone Corporation of Eddystone, Pennsylvania, which produces steel forgings.

exploitation—all of which allows the project to terminate safely.

Whether or not a student benefits more from a longer period in an office on a co-operative project than from being in school appears to be a debatable issue.

At the conclusion of the project, each employer submits an objectively constructed report on a form provided for that purpose. This report forms a basis for advising students upon their strong and weak points as seen by the employer. The purpose and the method of handling this report are thoroughly explained to the employer.

We in Chester believe this is a valuable project in many ways, and we plan to continue its existence.

A Co-operative Selling Project

At the time of this writing, the Commercial Department of Chester High School has twenty-nine advanced-selling pupils in retail stores on a co-operative project. The project for the selling pupils closely follows the system used for the office clerks. The success of the selling project is not entirely predictable at this time, but all present signs point toward success. Of course, adjustments will have to be made.

A Fine Record in Bookkeeping

IN THE LAST TWO YEARS, thirty-three of the fifty-one bookkeeping students taking the National Clerical Ability Tests at Jones Commercial High School, Chicago, have received grades within three points of the maximum score. The other eighteen also have made unusually high grades.

In preparing these boys and girls for the N.C.A. tests, their instructor, Stanley J. Franklin, used methods similar to those used in preparing students for C.P.A. and bar examinations.

Ten days before the actual test, Mr. Franklin began to "warm up" his pupils. For practice purposes, he used the Clerical Ability Tests of the preceding three years. Each test, three hours long, had to be spread over three days; thus, because of interruptions, practice test conditions

The Chester High School co-operative projects are working satisfactorily for all concerned. The school officials find them easy to administer; the teachers are enjoying the aroused interest on the part of the pupils; the pupils are happy because they are getting valuable experience that is difficult to get in any other way. The school is spoken of as being alive and "doing things."

Conclusions Based on Experience

From observation of a co-operative project in action, the following suggestions seem important.

1. The period of activity in the office must last for at least three consecutive weeks, with full working days.

2. The status of the trainee must conform to that of the permanent members of the office staff as to hours, conduct, productive activity, and respect.

3. There must be a careful investigation of the offices to which students are assigned.

4. The opportunity to get experience is far more important than the matter of salary.

5. The office must be able to keep the student productively active at all times. Mere observation is not enough.

6. Thought must be given to assignments. Not all pupils can be expected to fit in every kind of office.

7. The teacher should get a complete report from the employer on the character of the work done by the pupil and his aptitude for office work.

were less favorable than actual test conditions. At the end of each practice test, the pupils, with their teacher's help, corrected and analyzed their papers.

Almost every pupil completed the third test in less than two and a half hours.

"Thus members of the class could go into the examination room the following week," Mr. Franklin says, "confident that they could complete the test within the allowed time. Added to this was the feeling that, if necessary, about half an hour could be used to think out any new facts which would be presented in this examination."

Mr. Franklin has used the B.E.W. bookkeeping problems in his classes, and some of his pupils have been prize winners.

Typists in Ten Lessons?

MARGARET E. JOHNSON

ANNOUNCEMENT: Two-week typing course to be given every afternoon at 3:05 in Room 125. Anyone in the ninth through the twelfth grades who wishes to learn to type for his own personal use may attend the class. The only requirements are that students must have had no previous typing experience, and that, if one of the series of ten lessons is missed for *any* reason, the student may not return. No grades will be given.

THIS NOTICE APPEARED on the bulletin board of the Marshall High School, Minneapolis, Minnesota.

"No," you probably say, "it can't be done." But if the purpose of a ten-lesson course in typing is not to produce skilled office workers, but to teach only the basic skills that students will use later in typing class notes, personal letters, and themes, it can be done.

Here are the facts about a ten-lesson typing class and what it may mean to those who would like to learn typewriting for their own personal use but feel that the time which must be spent in learning is much too long.

The class was conducted at Marshall High, under the direction of Miss Lucille Mo, assisted by two student teachers, Miss Frances Stiller and John DiMarchi. Interest ran high, and thirty-nine pupils came for the first class, despite the late afternoon hour. Most of them were from the ninth and tenth grades, since many of the older students had already learned to type in one of the regular typing classes. Only eighteen of the thirty-nine were able to finish the course; but this was not surprising because there were several conflicting activities at the same period. If a pupil missed even one lesson, he was automatically excluded from the class.

The class also included one graduate student and one member of the faculty. The faculty member enthusiastically said that after taking the course she was able to type her income-tax blanks, lesson plans, and tests.

In these few lessons, these pupils learned to operate all parts of the typewriter and to

use correct techniques. They learned to type simple letters and manuscripts without footnotes, to erase, to center, and to type envelopes.

Even in learning these bare fundamentals, some members of the class were apparently far superior to others. No actual speed tests were given to determine who were the most rapid typists. During the daily class periods, speed was rarely mentioned. Very simple records were kept; the only indication of relative speed was provided by daily counting of the number of correct lines typed by each pupil.

On the first day, two-letter words were typed, in the form of phrases and sentences—about five of them to a line. Although the poorest student in the class reported the net result of six correct lines on the first day of class, another member of the class on the same day handed in fifty correct lines.

Approximately twenty words a minute was observed to be the average speed of the class at the conclusion of the ten lessons. It is impossible to determine the exact speed since no timed tests were given.

Miss Mo says that no one phase of the work caused any special difficulty. Horizontal centering was perhaps the most difficult, because of its complicated figuring. Vertical centering was also taught, as well as the typing of personal and business letters. At the last meeting of the class most students were able to type three short, simple business letters in half an hour.

Although the members of this group had been told that no grades were to be given, most of them were extremely grade conscious. They worked to excel in the number of correct lines typed each day. Once in a while, someone would inquire whether a certain score could be called an "A" or a "B." Class records were kept, however, to measure progress.



MISS LUCILLE MO, who conducted the class described by MISS MARGARET E. JOHNSON in this article, has taught business subjects in Minneapolis, Minnesota, high schools for several years. She is now in Washington, D. C. Miss Johnson was a practice teacher in Miss Mo's class last spring. She has been a student in commercial education at the University of Minnesota for two years and is being graduated this month. She has also attended colleges in Wisconsin and Colorado.

All appeared genuinely interested in the course and really wanted to use what they were going to learn. An important factor in keeping interest alive was that these students were doing something every minute of the period. They did not have time to become bored. Little time was allowed for reviewing the previous day's lesson.

Each day's assignment was important to them, since only a minimum of basic skills and facts could possibly be learned in two weeks. Every day they learned something new, something that was really important. Each pupil was warned that when he was on his own he must continue to practice in order to automatize his typing habits and to increase his speed.

The majority of pupils in any high school typing class will not use typing to earn a living. For that reason, those who wish to study typing for a short period of time should be allowed to do so. They can acquire enough typing skill for personal use in a very few weeks—if they continue to practice.

Miss Mo believes that a course of four to six weeks would be more satisfactory, although she told her pupils, of course, that they could not become experts in two weeks.

"This short period of training will not stay with them unless they make constant use of what they have learned," she says. "Pupils who have attended longer courses always want to make more use of their typing."

Members of these classes reacted enthusiastically, and many requests have been made for similar classes in the future.

Comments by Harold H. Smith

HERE WE HAVE practical proof of how short a time is really required to provide beginners with that minimum of typing skill necessary for many people who wish to type-write for personal use.

No doubt, Miss Johnson's closing suggestion that better results could be obtained by extending the course through four weeks instead of two would permit beginners to develop a considerably higher degree of skill.

The key to these good results probably rested in the fact that students checked their work and tried to outdo their previous best records in terms of the number of "correct lines" typed each day. This is conceded to be a rough measure; but where such low objectives in skill are concerned, it is certainly a satisfactory one.

I regret that no actual timings were administered, because they would surely have increased the motivation resulting from competition to improve the quantity of correct lines each day. Furthermore, such accurate measurement of results would have inspired students to more intensive execution of words and combinations in preliminary practice for each timing. Thus their basic technique would have improved much more rapidly.



Special War Courses at Universities

AMONG UNIVERSITIES offering special war courses are the University of Chicago, with a 375-hour tuition-free program training women for supervisory positions, and New York University, with wartime courses for teachers and intensive courses in shorthand and typing.

Miss Ann Brewington, associate professor of business education, reports that the University of Chicago training course, "Emergency Business Training for Women," attracted two thousand applications, although only 250 women could be admitted. There were about four times as many jobs open to the December graduates as

there were trained women who could fill them.

New York University's special teacher courses are "Wartime Conservation of Business Education Equipment," directed by Dr. Peter Agnew, and "Adjustments of Business Teaching Materials for Wartime Needs," directed by Dr. Paul Lomax and members of his staff. The intensive courses in shorthand and typing, which are planned to build marketable skill in fifteen weeks, are taught by Mrs. Lempi Talvensaari and Dr. Helen Reynolds. The courses include speed development and special practice on Government, Army, and Navy materials.

Business Arithmetic and the War

MAX BRODER

THE curricula of our schools are rapidly being adjusted to meet war needs. Many courses are undergoing revision, and some may have to be dropped to make way for preinduction or war courses. In relating business arithmetic to the war effort, our aim is not only to stress fundamentals and techniques of problem-solving, but also to help civilians understand the changes that are taking place in our daily living.

I hope that the following problems, which I have adapted from daily newspaper reports, will help teachers and pupils achieve these aims. These problems may be used in connection with teaching such subjects as the family budget, invoices, profit and loss, percentage, pay roll, and taxes.

1. For ten years prior to 1941, our per capita consumption of coffee was 13 pounds a year. In 1941, owing to abnormal demands, this figure jumped to 16 pounds. Through October, 1942, per capita consumption of coffee was at the rate of 12.5 pounds annually. A ration of 1 pound each five weeks went into effect November 29, 1942.

Questions:

- Why is rationing of coffee necessary?
- What will be the per capita consumption each year under the new law?
- What is the per cent of decrease when compared with the first ten months of 1942?

2. The meat supply for 1942 amounted to 24,000,000,000 pounds, an increase of 15 per cent over 1941. The armed services and our

allies needed 6,500,000,000 pounds. This left 17,500,000,000 pounds for civilians.

Questions:

- If the 1942 supply of meat was greater than that of the year before, why must we observe meat-sharing and conservation policies?
- What per cent of the total meat supply was needed for the armed services and our allies? What per cent was left for civilians?
- Under Maximum Price Regulation No. 247, wholesalers and retailers may add to their previous individual ceilings of March, 1942, 2 cents on each can of Dungeness crab meat.

Questions:

- Why did the Office of Price Administration allow this increase in ceiling price?
- If the March price was 30 cents a can, what is the per cent of increase?
- How will the increase affect the consumer?
- The Office of War Information points out that our voluntary meat ration of $2\frac{1}{2}$ pounds a week compares with the ration of other countries as follows:

Great Britain31	ounces
Germany12 $\frac{1}{2}$	ounces
Italy7	ounces
Russian cities8.8	ounces

Questions:

- By how much does our ration, which does not include all meats, exceed that of each of the other countries?
- By what per cent is our ration higher than the Italian ration?

5. On July 16, 1942, a rule was laid down by the War Labor Board, under which workers are entitled to a 15 per cent wage increase to cover added costs of living between January 1, 1941, and May 1, 1942.

Questions:

- What is the relationship between wages and cost of living?

MAX BRODER is an instructor in accounting and business practice at Jamaica (New York) High School. He received his B.A. from City College, New York, and the M.B.A. degree from St. John's University. Mr. Broder is interested in research in business education and is the author of an article on bookkeeping which appeared in the April, 1942, issue of the B.E.W.

Last fall's harvest was the largest in years. Yet we must conserve and ration food because we have to feed our armed forces and our allies.



Ewing Galloway

b. If a man was earning 70 cents an hour and received a 15 per cent increase, how much would he earn an hour?

6. Under O.P.A. ceiling regulations, distributors of milk now receive from retailers $10\frac{1}{2}$ cents a quart. These distributors pay the farmers approximately 7 cents a quart (\$3.30 a hundred-weight—46.51 quarts).

Questions:

a. What is the distributors' gross profit per quart of milk?

b. What is the per cent of gross profit?

7. On November 1, 1942, new excise taxes went into effect. The tax on telephone service, which used to be 6 per cent of the bill, is now 10 per cent. The tax on cigarettes, which was \$3.25 a thousand, is now \$3.50 a thousand.

Questions:

a. What is the reason for the increase?

b. What is the per cent of increase on telephone service?

c. What is the amount of increase on a package of cigarettes (20 to a package)?

8. On income received after January 1, 1943, a 5 per cent Victory tax will be imposed. In the case of wage and salary workers, the tax will be deducted from pay checks at the rate of 5 per cent on that part of the wage or salary that is in excess of \$12 a week.

Questions:

a. What is the purpose of this tax?

b. If a worker earns \$25 a week, how much will be deducted?

c. The Social Security tax is still 1 per cent. What will be the Social Security tax deduction from this worker's wage?

d. If 10 per cent is deducted for war bonds, how much money will this worker find in his pay envelope after these tax deductions?

9. The O.P.A.'s wholesale price a pound on some meats is as follows: bull meat, 21 cents; veal, 28 cents; beef livers, 25 cents. A wholesaler billed a retailer for 387 pounds of bull meat, 130 pounds of veal, and 31 pounds of beef livers.

Questions:

a. What was the total amount charged?

b. Compare the wholesale price with the price your local butcher charges. What is his rate of markup?

10. The smallest War Savings Bond (Series E) costs \$18.75. Ten years from the date of issue it has a maturity value of \$25.

Questions:

a. Why does our Government issue war bonds?

b. How much interest is earned in ten years?

c. What part of the cost is the interest?

(The key to these problems appears on page 315.)

Do You Use Check Lists?

I. DAVID SATLOW

In this article Mr. Satlow presents the check lists he uses, which other school administrators may adapt for their own use. One detailed check list, which concerns the giving of Regents' examinations, has been omitted because many states do not require them.

THE use of check lists is something that education can learn from business.

A department store clerk refers daily to a manual that describes his duties and suggests the steps to be followed. A cashier makes a daily report on a form given him. His manager or an efficiency expert has prepared this form to yield necessary information in a systematic manner.

A factory worker has a detailed instruction sheet that specifies the operations he will perform. A relief investigator carries with him a list of specific questions that he will ask a relief applicant.

Although an auditor may have had a great deal of experience, he has before him, whenever he starts his work, an elaborately planned audit program that lists the steps he will follow.

Underlying the making of all these lists is the idea that if a person has a list of items to check off, he will overlook nothing.

True, the school administrator cannot be compared to a factory employee who lacks initiative and must be constantly reminded of what he should do. The administrator can, however, become so involved in small details that he has little time left for supervisory work. For this reason, he will find a check list helpful.

In making up the check lists given here, I anticipate what I must do before the end of the term, and thereby reduce the possibility of overlooking matters essential to carrying on administrative work.

The items listed are not necessarily arranged in chronological sequence, for a number of these must be attended to simultaneously, but all are matters that, if left to the last minute, will invariably demand attention at the most inopportune time.

While no two educational institutions or departments have identical patterns of organiza-

tion, all schools have administrative practices that parallel the itemized lists appearing below. I hope, therefore, that these check-lists will be of use to those who are seeking to orient themselves in the administration of a department.

Check List for Midterm Examination Follow-up

- A. Forward a stapled set of examination questions in all grades to the principal and to each department member.
- B. File several sets of question papers in the department files for future reference.
- C. File the examination stencils for stencil-duplicating next term, for review purposes.
- D. Obtain teachers' reports (in duplicate) on the results of the examinations. File one set with the principal, the other in the department files.
- E. Collect the corrected sets of examination papers from the department members for filing.
- F. Obtain teachers' reactions to the examination. These will serve as a guide in the preparation of future examinations.

Check List for Book Collection

- A. Verification of batches of book receipts:
 1. Send notice to teachers requesting that they:
 - a. Compare batches of book receipts on file in the department office with their class rolls,
 - b. Prepare a list of students for whom no book receipts appear in their class batch, and
 - c. Place in a "miscellaneous" batch the book cards of those students who are no longer in their classes.
 2. Alphabetize the "miscellaneous" batch of book cards and remove from it the cards claimed by other teachers as "missing."
 3. Prepare a list of remaining "miscellaneous" book cards, and circularize this list among the teachers so that they may identify cards belonging to them.

I. DAVID SATLOW is chairman of the Department of Accounting and Law at the Bushwick High School, Brooklyn, New York. He is a candidate for the doctorate at New York University School of Education. He is a member of the executive committee of the Commercial Education Association and has been associate editor of the *Journal of Educational Sociology* since 1937. Mr. Satlow has published more than forty articles on professional subjects and issues a monthly annotated bibliography on administration and supervision.

4. Send the remaining cards and stubs to the faculty manager of lost-book fund. These cards represent suspense register cases, deceased, and other dropouts, as well as "home study" cases.
5. Notify the faculty manager of the lost-book fund of students for whom no cards appear on file, so that he can anticipate a visit from them for the return of books.
6. Return batches of book cards to teachers.
- B. Prepare bookroom for the receipt of books.
- C. Book-collection day:
 1. Enlist the assistance of teachers in taking charge of the bookroom on book-collection day.

2. Prepare schedule (by periods) of books to be expected, so that the teacher in charge may lock the bookroom when the last set is sent down rather than wait until the end of the period.
3. Obtain "Books Returned" record from teachers.
- D. Records: Bring the perpetual inventory up to date.

Final Examinations Check List

- A. Obtain from the teachers copies of their final examinations.
- B. Notify the program committee of the students whose failure for the term is removed by virtue of their passing the examination.
- C. Enter changes on permanent record cards and term sheets.
- D. Enter on the permanent record cards and term sheets the numerical ratings for all students who received the mark, "cond.," during the second and third marking periods.
- E. Notify students who were successful on the final examinations.

(Part II of Mr. Satlow's series of check lists will appear in another issue.)



IN OKLAHOMA CITY, inauguration of the Victory Corps was preceded by a three-day institute on education and the war. The purpose of the institute was to condition the community and the parents to the need for wartime reorganization of high schools. One school official remarked, "Parents still prefer the conventional subjects."

Nevertheless, the Victory Corps has been launched, with emphasis on guidance into critical services, skills, subjects, and occupations.

CHILDREN ARE GOING TO WORK in such large numbers as to cause serious concern even among the toughest "this-is-good-for-them" advocates.

The Social Security Board reports that lines of youngsters form at its nationwide local field offices nearly every afternoon to apply for social security cards. The number of applications for work permits has increased in every state.

A black market in child labor is flourishing

in Connecticut. State Labor Department investigators found children between twelve and fifteen years old working up to 60 hours a week at night, while trying to go to school during the day.

Steps are being taken in many parts of the country to protect children against too flagrant exploitation in the name of war.



"I don't believe the rest of you applicants need stick around!"

—*Vocational Trends, Science Research Associates.*

Shorthand For Boys?

MARY A. SHEAHAN

SHORTHAND for boys? The answer is "Yes." But what basis have we for making such a statement?

The shorthand classroom is now so overrun by girls that a boy feels he will be called a sissy if he ventures in, even though he may be curious to learn what all those little curlicues and straight strokes mean. If a boy goes through this "humiliation"—if he studies shorthand—what use will he have for it? Can he use it to get a job? When he is an executive, can he use it in his daily work? If a secretary knows shorthand, why should an executive know it? Can't a boy spend his time to better advantage in learning how to manage an office and to deal with economic and sociological problems?

Or if he isn't going to go into business but rather into a profession, won't it be a waste of time? What possible use can a doctor, a lawyer, a chemist, an engineer make of shorthand?

Suppose this boy does get a job as a stenographer, what chance will he have to advance to a better position in the company? What salary will he make? How many executives of large companies started as stenographers? Are business firms interested in employing men stenographers, or do they prefer women in their offices?

These are some of the questions that I asked personnel directors of nine large industrial organizations.

All but three of these companies employ men stenographers. And in each of the nine companies there are high executives who began their careers as stenographers. Standard Oil of New Jersey, General Motors Company, Goodyear Tire & Rubber Company, and the New York Central Railroad cannot find enough men stenographers to meet their demands.



© U. S. Navy Recruiting Bureau

A scene in the Executive Officer's office on board the *Wyoming*. In peace as well as wartime, men stenographers are in demand.

T. C. Plumb, Director of Sales and Office Personnel for Goodyear at Akron, Ohio, says, "I believe we employ more men stenographers than the average company, and, in our experience, they have always been scarce. At the present time it is practically impossible to find them, with the result that many responsible positions have been filled by girls.

"Men stenographers usually work for the top executives of the company and for factory supervisors," he continued. "Many men in our company have come up through the ranks. Our president, our vice-president in charge of production, the personnel manager of our aircraft corporation, and many others used shorthand when they started with us."

The head clerk in the office of the assistant personnel director at New York Central's New York offices asked me whether I knew any men stenographers and suggested that I send them to him.

The director of overseas personnel for Standard Oil Company of New Jersey, canvassed secretarial schools in New York and the surrounding cities to no avail.

In General Motors' Detroit office, the demand was so great that personnel directors asked private business schools to advertise for men to study stenography so that they might be fitted into their organization—a plan that has met with success.

Socony Vacuum Company employs fifteen men stenographers, most of whom are in

MARY ALPHA SHEAHAN teaches in the Commercial Department of the Edwardsville (Illinois) High School. She is a graduate of Washington University, St. Louis, and has done further study at Teachers College, Columbia University. Miss Sheahan has had several years of office experience and also taught in the Cuba (Missouri) High School.

South America. The others work in United States laboratories and refineries where working conditions are not suitable for women. A beginning salary for foreign service is \$200 a month and maintenance.

"They don't remain stenographers long," says R. J. Vernon, Personnel Director. "We advance them to better positions quickly."

Mr. Vernon, a shorthand writer himself, thinks that knowing typewriting and shorthand is a means of "breaking into" business. When hiring office boys, he gives preference to those who can take dictation.

"You can fit them in here and there when the need arises," he says. "And the man who can do the job we want done attracts attention."

The president of Socony and its director of technical training both use shorthand.

American Car and Foundry has recently placed three men stenographers in its purchasing department with the idea of making them buyers. The secretary and the assistant to the president started their careers with this company as stenographers.

Before the war, Standard Oil employed men stenographers in Egypt and in Rumania. It employs them now in Venezuela and the island of Aruba in the Netherlands West Indies, where the world's largest refinery is located. Beginning salaries average \$175 to \$200.

This company's director of overseas personnel, Mr. O'Neill, entered the business world as a stenographer. During World War I, he was a stenographer in the Army and finally became secretary to a brigadier general. Contacts that he made in the Army led him into the oil business.

General Motors employs men stenographers in Detroit, in other plants where there is a need for men, and as secretaries to key men. Beginning salaries range from \$125 to \$175; chances for advancement are excellent.

The vice-president and the secretary of General Motors still use shorthand for personal use, as do many men in this company's personnel department.

The director of salaried personnel, E. H. Cowles, has used shorthand extensively in a varied and interesting career. After his graduation from West Point, he went to Germany and Vienna to study medicine and took down the lectures in shorthand, later transcribing them into English. He used shorthand in the Army and in his work as a correspondent for the New York *Sun*. He has used it constantly in his work for General Motors, for which company he has traveled all over the world. Mr. Cowles thinks shorthand a valuable subject for every businessman. "He can use it for making notes at conferences," he explains, "for personal use in his own office, for jotting down telephone conversations, and in a score of other ways. . . . I think shorthand and typewriting should be a requirement for every high school graduate."

Should boys study shorthand? Is it an avenue toward success? I think you will agree with me that the answer is "Yes."

N. B. T. A. Convention Canceled

THE NATIONAL BUSINESS TEACHERS ASSOCIATION informed its membership on December 15 that the 1942 convention, scheduled for the Christmas holidays, had been canceled.

The notification sent to members by Secretary J. Murray Hill, stated, in part:

Because of the relation of our convention to the war effort, we have heretofore had nothing from official Washington but encouragement. . . . Today, however, President Lomax is in receipt of an official request from the Office for Emergency Management advising that the situation in late Decem-

ber promises to be so critical that "any effort on the part of organizations which will reduce the burden on the carriers will be considered a definite contribution to the war effort."

The addresses that were to be given at the convention will be published in the *Business Education Digest*.

President Paul S. Lomax and his official staff are to be praised for their prompt and unanimous response to the Government's request.

"Our fund colors our whole school life,
and the color is definitely rosy."

Our Department Makes Money

MARIE M. STEWART

OUR commercial department makes money. We are actually affluent. We have a commercial fund that makes us feel like bloated plutocrats.

During the football season, we duplicate and sell programs at all home games. The office practice pupils do the duplicating. One teacher supervises the cutting of the stencils; another stands on the windswept field, directing the selling of the programs; and I worry about getting the line-ups from the coaches of the visiting teams.

Lest you think I get off easily, let me tell you that this is no small task. We send a letter at least a week in advance asking for the needed information, and invariably the day before the game I have to telephone the other school, ask for the coach, and drag the data from him.

One day, being in an unusually facetious mood, I was taking down the line-up while talking over the telephone, and after the coach had given the last name, which was for the fullback position, I told him that he had forgotten to tell me who was going to play "wayback." I have never seen the man, and to my knowledge he does not know me, but I will vouch for his courtesy. Controlling his laughter as well as he could, he explained in words of one syllable that there was no such position on a football team. I can well imagine that it made a nice addition to his repertoire of stories—"that commercial teacher at Stonington!"

Then, too, we duplicate the Kiwanis weekly letter and the monthly letter for the board of trade. Both are fairly remunerative. There are no restrictions placed on us with regard to setup, and we really have fun doing this work.

A digression may not be in order at this point, but it will do me good to say openly what I have thought for many years. I wonder why more people don't learn to say "Thank you." We do a tremendous amount of work for different agencies, and the persons who expect us to get out 5,000 or 6,000 sheets of

stencil-duplicated work in a few hours take it for granted that we have the qualities popularly ascribed to Superman. It takes two revolutions of the handle of the machine to turn out one copy; the day we did 12,000 sheets for a civilian-defense project, everyone had aching arms.

We had one big day last spring. A man for whom we did a little job presented the office practice class with a five-pound box of chocolates. Ever since that time, a round of applause always greets any mention of this man's name.

Now, from the ethical to the mundane. Our fund colors our whole school life, and the color is definitely rosy. Anything at all that will contribute to the efficiency of the department is purchased and paid for out of the fund. Should the teacher of economic geography wish to subscribe to a service that will furnish material for research for her pupils, she has only to show that it will add to the effectiveness of her teaching and she can have it.

The small fee charged by the BUSINESS EDUCATION WORLD for correcting bookkeeping-contest papers is no charge at all for our pupils, because this, too, is paid out of the fund. We have saved \$100 toward a new duplicating machine (to be purchased when they are again available).

To prove that I am speaking of real money, let me say that we cleared \$110 on the 1941 Thanksgiving Day football game alone. It is a poor year indeed that does not bring us in at least \$180, and, as our pupils would say, "That ain't hay."

MRS. MARIE M. STEWART heads the Commercial Department of Stonington (Connecticut) High School. She introduced accelerated training in her office practice classes the day after Pearl Harbor and has taught several classes in first aid. She has taught business subjects in the states of Washington, Vermont, and Rhode Island and is an expert bridge player. Under "achievements," she lists two daughters and a son.

Since the office practice pupils maintain our fund, we feel that we should do something to show our appreciation. Each year at Christmas time, we present them with specially designed pins. These become their treasured possessions.

It is our custom to award pins for proficiency in typewriting at a special assembly in June. We give bronze pins for a net speed of 40 words a minute, silver pins for 50 words, and gold pins for 60 words. The tests are for 10 minutes, and no paper containing more than three errors is considered. While doing this is expensive, it does not worry us—because we are wealthy!

In May of each year, we give a banquet in honor of the office managers who have taken our office practice pupils as trainees. Once more the work is so divided that no person feels it a burden. One member of the de-

partment makes arrangements for food; another trains the after-dinner speakers; another takes care of favors.

In the eyes of the pupils, this banquet ranks in importance with the occasion of a debutante's coming-out. Many of them have never attended a function of this kind. When we have settled details having to do with the menu, we instruct the boys and girls in the order of courses and in the matter of cutlery. When the night comes they are poised because of this previous drilling. The girls arrive clad in light, frothy dinner dresses, and the boys could slide in on the shine on their faces. The guest dinners and the favors are paid for from our fund, by this time sadly depleted.

All these things could not be accomplished by one person who worked alone. It takes loyal, sincere, willing co-operation.



THE EDUCATION SECTION OF THE WAR SAVINGS STAFF, under Dr. Homer W. Anderson, is developing a news bulletin for teachers, to assist them in teaching the Save, Serve, Conserve goals of the War Savings Program. The bulletin is to be a clearing house of the best practices in the teaching of thrift and conservation.

The Education Section invites teachers, editors, and supervisors to submit copy and tips for the bulletin. Address: Arthur Fletcher, Education Section, War Savings Staff, 700 Twelfth Street, N.W., Washington, D. C.

SYRACUSE UNIVERSITY has set up a War Service College to provide high school graduates with preinduction and preindustrial courses. Students who complete the courses will receive elective credit in colleges or universities where they enroll after the war.

A College of War Training has been established by the University of North Carolina, "to make possible many types of courses to meet the needs of this crucial period." Officials say the War College will serve as "a protection of the regular program."

"NONE OF THE COLLEGIATE fraternity houses of the 2,700 chapters that are members of the National Interfraternity Conference will be operated after next July," says Hamilton Baker, vice-chairman of the Conference.

IT IS REPORTED that President Roosevelt has named a committee to develop plans to enable young men to resume their schooling after the war. The President's action is in accordance with a promise he made on signing the bill calling eighteen- and nineteen-year-old boys to the colors.

And put the cat out!



TENNESSEE VALLEY AUTHORITY OFFICE SERVICE DEPARTMENT
8-90

This illustration, reproduced from a poster in the offices of TVA, is suitable for use on school bulletin boards.

(See page 262 for another one.)



Do We Snatch?

HAROLD J.
JONES

SOME very authoritative articles on the snatch stroke in typewriting have appeared in the BUSINESS EDUCATION WORLD. Due to the fact that the writers are so outstanding in commercial work, I have been wondering in what way this may have affected the thinking of the typewriting teachers of the country.

I am wondering if they are undecided as to whether to continue teaching beginning typists as they have in the past or whether they feel that they should try something entirely different.

In talking to several teachers, I find that they are not interested so much in the technical part of the snatch stroke as they are in the fact that they have always found it effective in their teaching of typists. In fact, some teachers go so far as to say that they teach this stroke on *all* keys on the keyboard. In making a statement like this, they are not attempting to analyze the stroke itself but merely mean that they teach a quick key release.

In thinking this over, it seems to me that from the high school teacher's point of view these articles might be amended by some comments in regard to the teaching procedure. I believe that Harold Smith had something of this kind in mind when he intimated that, after all, the learning problem of the student would not be affected by the technical analysis of the stroke.

During my teaching experience, I estimate that I have trained between three and four thousand beginning typists. From this experience, I feel that other typing teachers will, in general, agree with the statement that I have made.

The raising of controversial questions undoubtedly has contributed much to the development of commercial teaching. The several articles regarding the snatch stroke in typewrit-

ing appearing in the B.E.W. have dealt with the technical steps of this stroke, the approach and release of the key as used by expert typists.

Harold H. Smith makes a significant statement when he writes that lack of a uniform typing stroke "complicates the *academic problem* of describing the nature of the typing stroke in methods classes, but it does not affect the actual *learning problem* of the student."

The snatch stroke (a motion downward, then flipping back), regardless of whether or not it is the exact stroke used by professional typists, is valuable in teaching beginning typists to get their fingers off the keys quickly and to move them in the right direction. In fact, this procedure may be used effectively with all classes in order to get a quicker key release.

One of the first difficulties encountered with beginning typists who do not have trained fingers is to get the student to use as much finger motion as possible, instead of a stiff finger, wrist, and arm motion. Some students, if not trained carefully, will develop a finger-flipping motion *toward* the machine. Others will develop a "get away" motion straight up from the keys by using considerable wrist motion (flopping wrists) with fingers stiff and straight. The teacher's objective then is to get plenty of finger motion, without flipping toward the machine and without flopping wrists. Teaching the snatch stroke is helpful in attaining this objective.

Every teacher of beginning typists knows the fingernail problem. Pupils who chew their fingernails until there are no nails to protect their finger tips want to type with their fingers too straight, because it hurts to type otherwise.

HAROLD J. JONES is head of the Commercial Department at Thomas Jefferson High School, Council Bluffs, Iowa. A graduate of Parsons College, Fairfield, Iowa, and of Gregg College, Chicago, Mr. Jones received the M. A. degree from the University of Iowa. He is president of the Southwest Teachers' Commercial Section and has written a number of articles for the *Business Education World* and other professional magazines. He is also the author of a personality rating scale.

And girls with long fingernails want to type the same way, because they are not ready to make the sacrifice of cutting nails a little shorter. Again, the snatch stroke is useful in teaching these students that the tip of the finger should be used, with the fingernail protecting this sensitive part of the finger.

In advanced classes, the despair of many an instructor is the student who in beginning typing has been permitted to let his fingers crawl (without the snappy quality that Vernon Muselman describes) from one key to another. Pupils will do this because of poor co-ordination, or in an effort to keep from making errors. Teaching the snatch stroke is a good procedure to use to forestall this undesirable habit.

Suppose we examine the action of the key itself. When it is pushed down, the type bar presses against the platen roller; and, as long as it is held down in that position, another key cannot move up and take its place. Only when the finger is taken off and the key comes up can the second type bar go up to the platen roller. Thus, it is not how fast the key goes down, but how fast it comes up, that is important. If the key is to come up fast, then the finger must get off the key fast.

What is the quickest way that this can be done? Is it faster to move the finger straight up, with the key following, or is it faster to move directly and horizontally back from the key? The approach, then, is from the standpoint of letting the key come up, not with wrist and arm motion but with as much finger motion as the beginner is able to use. Beginning students easily get the idea of letting the key come back up, through a blackboard demonstration and keyboard trial of the snatch stroke.

Quite likely the snatch stroke is not used on all keys on the keyboard. On what keys

might it be easily used? It is not a difficult stroke to use on the second row, and it is an easy stroke to use on the third row. If this is done, then twenty-two keys are used, leaving twenty (nine of which are numbers), for some other type of stroke. These twenty-two keys are also the most frequently used keys. They contain all the vowel letters, including *e*, the letter used most frequently in the English language.

The snatch stroke, unless looked at as a quick key-release, possibly would not be taught for the top row of keys, which are used infrequently, except in statistical typing. Likewise, the first row might be taught as a quick release but not as a real snatch stroke.

Someone will say, "Why teach the snatch stroke if it is not the correct stroke for all keys?"

In the initial stages of a skill, many methods are often used to attain a certain objective. For example, a violinist may practice while pressing a book to his body with his left forearm in order to get the correct technique of holding the violin. A track coach may have a 100-yard-dash man practice running completely around the track in order to strengthen his muscles. A baseball batter may practice swinging two bats in order to make one bat seem much lighter when he swings at the ball. These methods are means of getting certain results.

In typing, we may teach the snatch stroke in order to get across the idea of typing with finger tips, of using finger motion, and of getting a quick key release. We know, however, that, when the beginner does get the idea, he will modify certain finger motions according to his own muscular peculiarity.

An analysis of the technical points of the snatch stroke may some day lead to an improvement in our instruction; but, for the present, this stroke is worth teaching.

So They Say—And Write

VOCATIONAL EDUCATION has passed from a period of unpopularity into an era of popularity; this in turn will be followed by an era of public pressure or demand which is more than just popularity—demand for vocational training as a means of assistance in occupational adjustments.

There are problems involved in this rapid popularization of vocational education. Unless

educational leadership all along the line is prepared to develop, without delay, a comprehensive, effective, co-ordinated, co-operating system of vocational training, we may find agencies and services not originally constituted to provide educational services taking over this field on a highly centralized and federalized basis.—L. H. Dennis, *Executive Secretary, American Vocational Association.*

Job Training in Wartime

KENNETH B. HAAS

TO teach effectively, we should give instruction on the things trainees will be required to do on a real job. Consequently, job analysis should be the basis for all instruction if we hope to train the individual to "do better those desirable activities that he will do anyway." In the preparation of courses of study, therefore, the requirements of the job should be given first consideration, and the teaching of educational idealists and theorists should be secondary.

The Nature of Job Training

The most effective training, it is universally agreed, is that done on an actual job. Therefore, an analysis of the kind of training that is done on the job should be of interest to all vocational educators. The researcher finds that job training consists of six steps.

First, the trainer must *plan* what he proposes to do in the way of training.

Second, he must *analyze* the job he intends to teach in order to see whether he can do it himself and to discover exactly how it is done. If he is not able to analyze his own operations, he obviously cannot tell someone else how to perform them.

Third, he must be able to *demonstrate the job* and explain how it is done, while the learner watches and listens.

Following the demonstration is the process of assimilation and practice *by the learner*, who tries to perform the operations while the trainer watches and assists. The fourth step is of most importance, since it shows the trainee where he is weak and shows the trainer where help is needed.

Immediately following this comes the fifth step, *remedial correction*. The trainer shows the learner how to correct his mistakes and to perform the operations correctly. Naturally, the trainer mingles commendations with constructive criticism as part of the training process. When the assimilation or practice has been carried on long enough to assure the trainer that the learner can perform adequately alone, the last step is employed.

The sixth step is known as the *follow-up*;

the trainer returns from time to time to perfect the instruction and check on the continued performance of the learner.

Teachers may fail in any one of these steps. Certain instructors may not be able to analyze the job or may not know how to perform it. They may not care to take time to demonstrate, but are satisfied with merely saying, "There it is in your text; learn it." Or they may talk and show the learner how the job is done, but never give him a chance to assimilate or practice the operation, attitude, or understanding.

They may never follow through with suggestions or explanations for improvement; and after they have tried to teach the learner, they often forget all about it and leave him to his own devices. The latter kind of training is inadequate and is too expensive in a wartime economy.

Wartime Training Programs

In distributive education, this problem has been attacked in a number of ways. A careful study of training has been made, and the methods employed by superior trainers have been collected and organized.¹ Within limitations the same procedure also has been recently employed in clerical training.²

In the training course designed for the distributive education, specific training is given on "how to teach your job to other people." Complete instructor's outlines for six meetings of two hours each have been prepared. Twenty sets of supplementary sheets accompany the instructor's outlines. The material covers three main topics: How to Teach a Job or Task; How to Teach Information or Facts; and How to Teach an Attitude.

Not less than 80 per cent of the duties of

¹ *A Wartime Training Program for Store Supervisors and Department Heads*, Misc. No. 2975 U. S. Office of Education, Business Education Service, Washington, D. C., 1942.

² *Tentative Reports of Records Administration*, U. S. Civil Service Commission, Earl P. Strong, Chairman, Washington, D. C., August, 1942. Not available for distribution.

a supervisor, manager, or department head consists of teaching others to be more efficient. The problem of teaching new personnel, re-training older personnel, and upgrading all personnel is of primary importance today.

Class Training

Class training is not usually so efficient as training on the job, nor is it so efficient as a combination of class and job training. Nevertheless, in making this statement there is no inclination to belittle the effectiveness and influence of class training. It is important that training on the job, or a combination of job and class training, be re-emphasized, although classroom training will continue to be as indispensable, as are the other two methods.

Class training in group instruction is particularly useful in starting the other kind of training and in giving information on a whole-sale basis. Moreover, certain types of information can be given to a class of thirty just as effectively as to classes of one, and in much less time.

While the training material prepared for the "Wartime Training Programs" is presented on a group basis, it is important to remember that tasks and information usually must be taught on an individual basis. Attitudes, since they are intangible, must be *caught*, for they cannot be *taught*. It is incontrovertible that in a vocational training process, what the instructor does makes so much noise that the trainees cannot hear what he says.



THIS little newspaper item picked me up and seated me once again in a one-room country school:

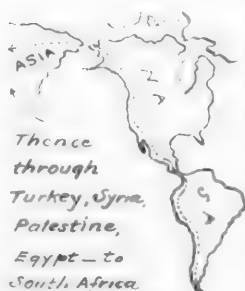
"With the completion of the highway to Alaska, the ultimate prospect of an overland route to Siberia is laid before us. We'll plan that for our next trip with the new tires."

Geography held for me a fascination born of much reading of such books as *Robinson Crusoe*, *Swiss Family Robinson*, *Around the World in Eighty Days* (how thrilling the title then; how tame now!), stories of the "Dark Continent" by Du Chaillu and the works of writers who gave romantic descriptions of the Incas, the Mayas, and a thousand other mysterious peoples, events, and places.

For me, this newspaper item is more than fifty years late. I needed it that long ago to introduce as exhibit "A" in my defense. The teacher had caught me whispering excitedly to my seatmate, trying to point out to him the marvelous dream that a map of the world had just suggested to my vivid imagination.

The only way I can interpret that dream is to sketch quickly some of the vast reaches of it. That there was a gap to be bridged across Bering Strait did not dim my enthusiasm. I was pointing out how some day we might start a journey at the southern tip of South America, move *northward* up the west coasts of the Americas, cross to Siberia, proceed blithely *westward* to Russia, thence by a *southerly* route through Turkey, Syria, Palestine, Egypt, to South Africa, concluding our trip at Capetown, just a few jumps east of the point

departure. That was the breath-taking vacation trip I was proposing, long before the motor car had made long-distance jaunts feasible.



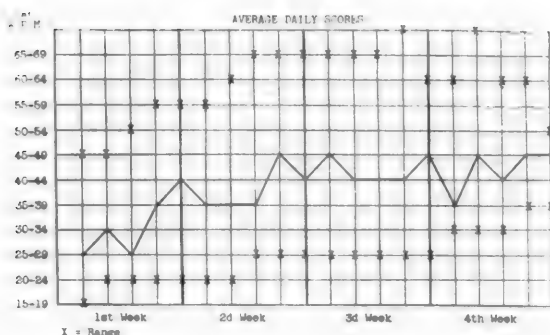
My teacher was coldly unsympathetic toward my "mooning, time-wasting" occupation. He pointed out that the lesson included such feats as bounding Maine and describing the course of the Hudson river. Perhaps my mistake was that I had not read Fenimore Cooper instead of Du Chaillu. I might have had an interest in the proper locale.

As it is, I must leave to modern teachers of greater vision the expansion of my dream and its geographical, sociological, and political potentialities, examining it in the light of a dawning tomorrow.

A War Typewriting Course

MARGARET E. ANDREWS

Many teachers want to know how they can set up special typing courses to meet immediate and pressing needs. Here is a report from a school that has already done so, with excellent results.¹ The chart shown here indicates the daily gains in typewriting speeds made by Miss Andrews' class.



LAST June, several thousand Minneapolis young people were turned out onto the job market. Some had made fine scholastic records and planned to go on to college. Others had taken technical training that enabled them to get work in their trade almost immediately. But many students fell into neither of these groups.

This article is concerned with the group of high-ability academic students who either cannot afford or do not wish to go to college or business school—students who have no skill to offer to an employer, who have no marketable offering at all other than a good school record.

These pupils seem qualified only for unskilled jobs in factories or stores. If they enter these fields, they will probably lack any specific training that will help them orient themselves in a postwar world. The desire to utilize this youth now and to salvage it for the future brought up the thought of an immediate, intensive training program.

Since the physical facilities were available at Miller Vocational High School, as well as the services of a typing instructor, it seemed wise to put them into immediate operation. Other types of training might be just as desirable and urgent, but facilities were not available at the time.

They Must Be Able to Type!

During the past year there has been a tremendous demand for students to fill office positions, both private and governmental. Many

¹ See also "A War-Winning Week-End Typing Course," by Zoubek and Pepe, in *The Business Education World*, June, 1942, page 863.

of the students placed were not speed typists; but they all had a good basic training in typing. They were well able to handle the incidental typing that is part of almost any office position. There was not a single call received for "a girl"—all the calls have been for "a typist," "a stenographer," or "a general office worker with typing."

A placement worker at the United States Employment Service stated, "It would be an unusual situation if we had more than one call a month for an office worker who did not need to know how to type." He added that they could not begin to fill their orders for boys with typing training.

This course at Miller Vocational was not given purely to aid the individual student, although its benefits to him are unquestioned. It was offered, primarily, to meet the present emergency situation—to feed into the job market an additional supply of workers with the training required. Under ordinary circumstances, no attempt would be made to take students out of their classes, to shorten the length of the typing course, or to lengthen the class period; but this is a war situation, and this was our all-out war effort.

Admission Requirements

Since only limited facilities and still more limited time were available for this course, only those graduating seniors who met the following requirements were enrolled.

1. Those who had maintained approximately a B average in their high school work and had had some typing. We felt that if a lower-ability group were admitted or if students without some knowledge of typing were admitted, it would probably not be possible to bring them to marketable stand-

ards in such a short time. (Since the United States Civil Service Commission accepts typists at 28 words a minute, and since many students had been placed locally at that speed, 28 words a minute was considered marketable.)

2. Those who did not plan to go on immediately to business school, university, or any other kind of school immediately. This course was planned to prepare students for immediate employment if possible—not to prepare them for further education or for personal use.

3. Those who were able to pay the carfare to come regularly to Miller Vocational High School from 8:20 to 11:00 a.m. each school day from May 4 through May 29. Morning classes seemed desirable, since they allowed the student to return to his own school to take part in after-school class meetings and activities. When possible, programs were adjusted so that students who missed a morning class were put into afternoon sections.

4. Those students whom the counselor felt had the ability and interest to profit by this special opportunity.

On the first day of class, twenty-one students reported—seven boys and fourteen girls. (Boys particularly were urged to enter the course.) These students represented eight of the eleven senior high schools in Minneapolis. All of them were being graduated the following month, and all were approximately B students.

Some of the students had not touched a typewriter since they had attended junior high school. Others were, at the time they left their own high schools, taking their first semester of typing.

A few students were able to attend class every day, but some had to leave for other high school activities. Others left to go to work before the course was completed. The average length of class attendance was only sixteen days.

A class lasted two and one-half hours each school day. We began with a thorough review of typing techniques, followed by a com-

plete review of the keyboard. Speed and accuracy in straight-copy and letter work received major stress. Some practice was given with rough-draft materials, tabulations, and some of the more common business forms.

Some portion of each day was given over to an intensive drill on a particular letter of the alphabet. After that drill, a 3-minute speed test was given on straight-copy material based on that particular letter. Tremendous gains in speed were made on these tests as indicated in the chart on page 285.

Average Speed Increased

Some of the best students began to drop out to accept jobs after the first six or seven days of class. This tended to remove the high-scoring students. It was apparent, however, that the average of the class increased approximately 25 words a minute even without these students. Most of these scores represented three minutes of perfect copy. The material used for the tests, although practiced, had a syllabic intensity considerably greater than ordinary copy.

In addition to these 3-minute tests, daily 5-minute tests were given for the first week, followed by 10-minute tests for the remainder of the time. These tests were given on unpracticed, standard test material. The table below shows the distribution of scores on the 10-minute tests.

DISTRIBUTION OF HIGHEST SCORES EARNED ON 10-MINUTE SPEED TESTS

Scores (Net W. P. M.	No. of Students	Scores (Gross W. P. M.	No. of Students
25-29	2	30-34	3
30-34	5	35-39	4
35-39	8	40-44	6
40-44	3	45-49	5
45-49	3	50-54	3



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It will be observed that when gross scores are considered, all the students in the class had attained speeds above the present Civil Service requirement. It seemed justifiable to calculate and consider gross scores, since that is the score which the United States Employment Service quotes to prospective employers and the score upon which the Civil Service Commission relies.

The continuous, intensive drill which was held each day in class was fruitful in reduc-

ing errors; since, when considering the best score made, the average number of errors on the 10-minute tests was two and two-thirds. There were four tests with no errors; there was only one test with as many as eight errors.

There was scarcely a minute of the entire two and one-half hours of class work when the student was not working under pressure, whether on a speed test, a series of letters, a tabulation, or some individual practice material. We felt that this knowledge of limited time would teach the student to be alert to what would be expected of him in business.

We found, at the end of the course, that all the students were able to set up even a very difficult tabulation in excellent form—certainly not so fast as a skilled stenographer, but as rapidly as many students who have been accepted by business during the past year. On letter material and less difficult arrangement problems, many of them are up to beginning office standards, even in normal times. We felt that all but two or three of the students could hold beginning typing positions, and that even these could do the incidental typing on an office job satisfactorily.

Recommendations

The plan presented here might well be tried out in other schools as long as there is demand for office workers beyond that which our regular classes can satisfy. If plans are made in advance, students' and teachers' programs can be worked out so that they can be easily adjusted to this plan at the end of the semester. If possible, it would be better to excuse these superior students entirely from class attendance for a month or six weeks, and to allow them

to have typing instruction in the morning. Then they may go back to their high school office, or some other supervised office, to do actual office work during the other half day. Satisfactory arrangements could be worked out for the class work that would be missed.

These students, of course, are not finished office workers. The girls have been encouraged to continue their secretarial training immediately after they obtain positions. The boys have been encouraged to use an office as a stepping-stone and to go on with a study of stenography, accounting, or the particular business engaged in by their employer. We have told the boys, too, that their training will have a definite place in the Army.

Conclusions

As a result of this intensive training, these superior students were qualified for positions as beginning office workers, with typing as their steppingstone to more responsible positions. This training made it unnecessary for the students to accept factory or clerical positions that provide little training or experience of postwar value. Unskilled, routine factory jobs were left for those who could make their contribution to the defense effort only in that way.

It was only because of the challenge offered by lowered business standards and the urgent demand for intelligent office workers that such a plan as this seemed feasible. Most of the students, at the end of the course, were able to change their registration with the United States Employment Service so that they could be considered not merely "high school graduates" but "beginning typists."



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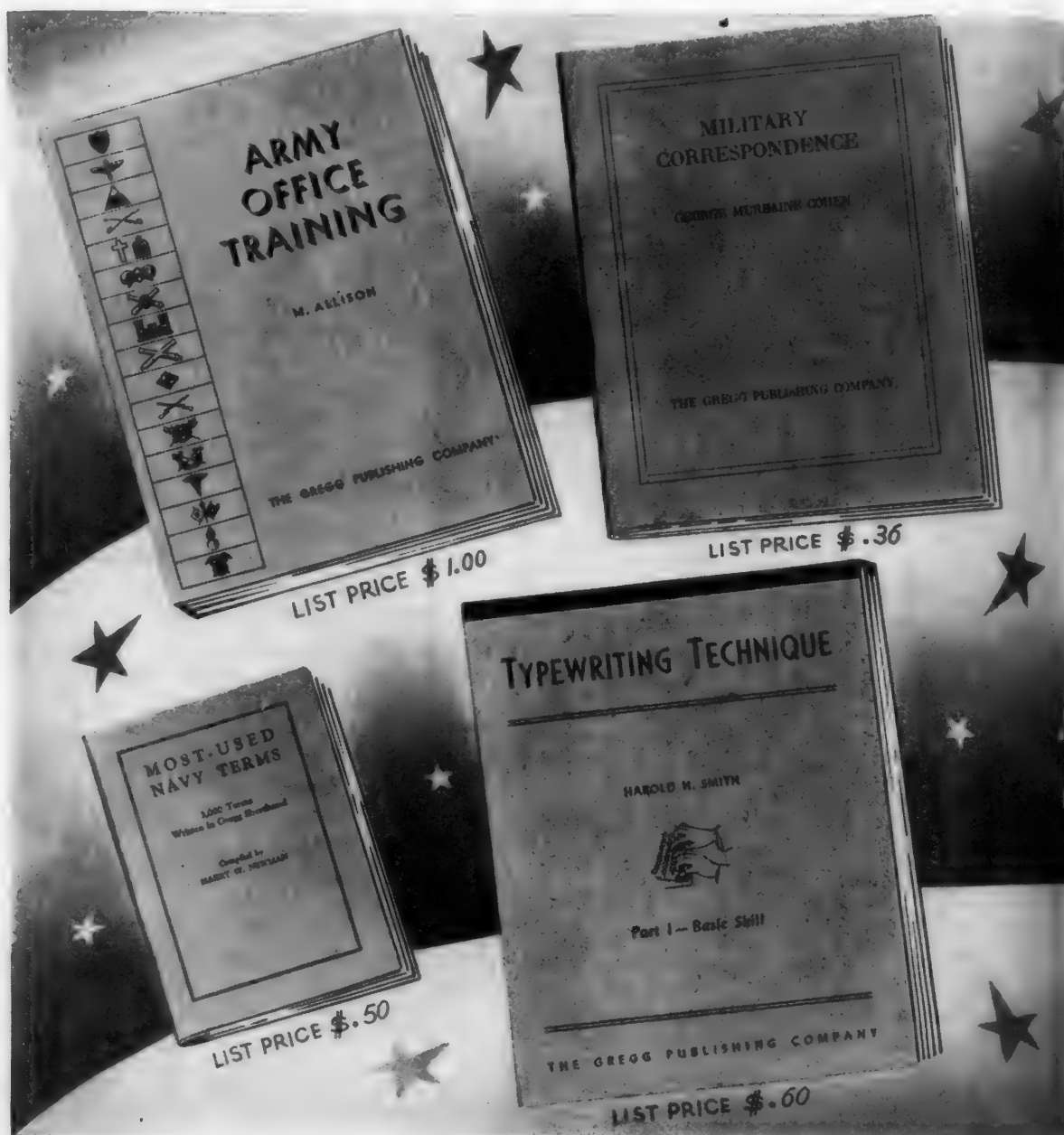
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MATERIALS FOR TRAINING



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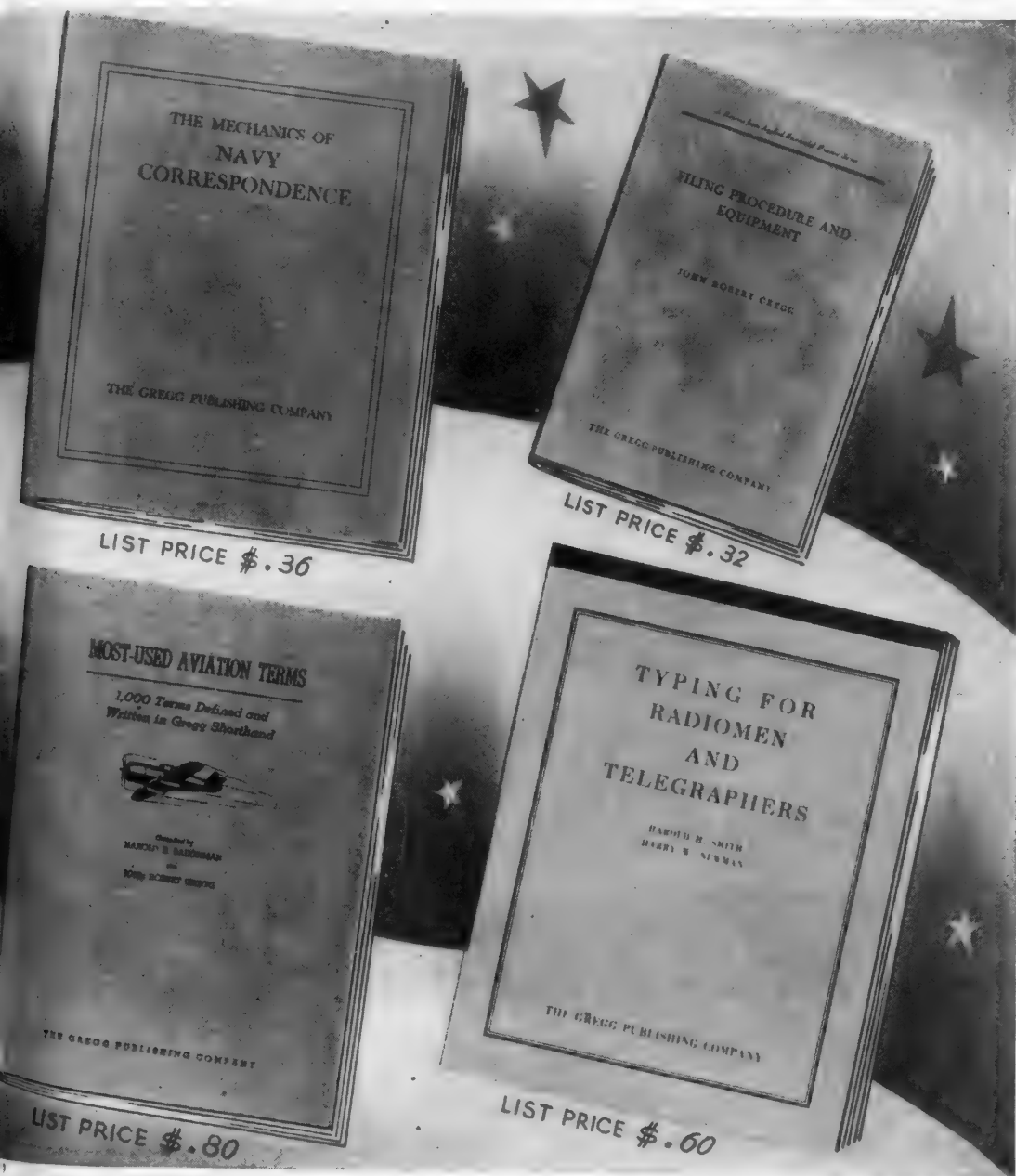
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JANUARY, 1943

289



Guidance Now? *If So, How?*

RUBY LEE
NELSON

WHAT are business instructors going to do about the selection of pupils for vocational courses in this time of stress? Are they going to attempt to train all who come their way? If they do, they will not be able to give intensive training to their best pupils. They will waste valuable time and jeopardize their chance of producing, in the shortest possible time, capable office workers who are indispensable to the nation's war effort.

Guidance in business education seems to be one of the foremost problems of the principal, the registration counselor, and the business educator. The problem of advising students who wish to decide whether or not they should enroll in a vocational business curriculum is a serious one. It is doubly so now because of the necessity of thorough training in the least possible time.

Everyone knows that some guidance has always been necessary. Business wants efficiency; the business instructor does not want maladjusted and failing pupils lest business education be judged ineffective.

A Tested Guidance Plan

I should like to tell you how we have attempted to solve the problem of guiding students into and out of business courses in the Iola (Kansas) Senior High School. We have no doubt about the justification of the program, which has been in operation for several years. Now, with the increasing importance of speeding up instruction, this setup is yielding far greater returns than were ever anticipated.

I shall first review the reasons for instituting this program as we saw them four years ago.

The selection and guidance of students for business education and employment is not simple. Trained counselors and reliable tests in spelling, English, grammar, typing, and shorthand aptitude are required.

Important questions are: Do we have reliable tests? Do we have trained counselors?

The large schools may have both, but what of the small- and average-sized schools? They have neither sufficient money nor instructors who have the training or time to be devoted to an efficient guidance program.

One might well wonder whether tests are reliable and whether many persons have the foresight and the ability to analyze the outcome of the tests.

Tests Did Not Indicate Ability

Several years ago, after an extensive study of tests and a testing program, I gave clerical and shorthand aptitude tests to my shorthand classes. I analyzed the tests and rated my students accordingly. At the end of the year I made a comparison of the work that each student was capable of doing after a year of shorthand instruction with the rating set up by the guidance tests. The scores of the guidance tests did not indicate the ability of my students to any great extent. In fact, the pupil who made the highest score on the guidance tests ranked in the lowest one fourth of the shorthand class. Some of the pupils who made low scores were good shorthand students. Scores made by average pupils, however, showed close correlation.

Perhaps I did not make a wise selection of tests or did not use the information they gave me wisely. At any rate, my thoughts turned to some other method for guidance—a revised business curriculum.

With the help of Raymond Russell, the typing instructor, and the approval of the principal, Floyd Smith, a new curriculum was set

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up for the business department. This was based on the ideas of Dr. A. O. Colvin, head of the Business Education Department, Colorado State College of Education, Greeley.

A Tryout Course in Business

This curriculum was instituted with the following arguments as a basis for the change: We are striving to train students to cope with situations as they exist in life. This being the case, guidance and the selection of subject matter should be left primarily to each pupil. We will grant that pupils on entering high school are not capable of doing this. Our problem, then, is to make them capable. This is where the new curriculum comes into use.

The course that we have introduced for guidance is called, for lack of a better name, General Business. We advise all sophomores to take the course, but it is not compulsory.

In this General Business course we give a semester of typewriting, three weeks of shorthand, two of salesmanship, and six of bookkeeping. The rest of the time is devoted to spelling, business letter writing, and the principles of advertising. After taking this course, the pupil should know whether or not he wants to enroll in shorthand, bookkeeping, and typewriting for vocational training.

More can be accomplished in the vocational classes that follow, since the students have a background for the work. The lengthy period of adjustment usually required by shorthand learners is eliminated by this course. Our pupils are ready to start an intelligent study of shorthand on the first day of the vocational course.

The same thing is true of bookkeeping. Since the pupils are familiar with many bookkeeping terms and have used both journal and ledger paper, they can devote their time to analyzing the entries and their relation to the bookkeeping cycle.

In the tryout course we introduce the pupils to shorthand and familiarize them with bookkeeping principles, vocabulary, and forms; but we do not worry about small details that some of the pupils do not grasp.

We justify General Business by saying that a pupil who has taken it has no one to blame but himself if he does not enroll in the subsequent vocational business courses. He must make decisions for himself; and nine times in ten, he makes wise selections.

Our program consists of General Business,

Typing I, Shorthand I, Secretarial Practice, Bookkeeping, Commercial Law, Arithmetic, and Geography.

Under this curriculum a pupil interested in business as a profession can take one and one-half years of typing (plus the typing practice he receives in secretarial practice), bookkeeping, two years of shorthand, and any of the other business subjects he may select. The non-business student has half a year of typing, which is enough for personal use, and bookkeeping for personal use, which includes budgeting and the services that a person might render as treasurer of an organization. He learns something about business activities and practices and their relation to everyday living. In other words, the General Business course gives him a social-business background.

This curriculum has been in operation in the Iola Senior High School for the past four years. It has withstood the test and has the hearty indorsement of all who have worked with it.

Advantages of the Plan

What is the relation between this and today's problem? A program of this kind means that more intensive training can be given in skill subjects, that pupils may make their own selection of subject matter, and that the so-called background subjects need not be entirely eliminated.

Teachers and school administrators have always made too many decisions for their pupils. I am sure that the pupils can do a better job of it than we have done for them.

"Each of Us Must Serve"

AS AN EXAMPLE of inspiring leadership by a supervisor, we quote the following paragraph from a letter sent by Mrs. Irene C. Hypps, Head of Divisions 10-13 of the public schools of the District of Columbia, to the teachers under her supervision. We are sorry that space does not permit us to quote the whole letter.

This is the departmental thought that I want to keep before us throughout this trying year ahead. Each of us must serve. Each of us must sacrifice. And each of us must hold true to the democratic ideal. If democracy is to live, it must live through us. What better person to practice it than a teacher! What better place to practice democracy than in school situations! Unless we practice it and accept all its responsibilities, how can the future guarantee the realization of democratic experience?

Consumer Education Values In Business Training Courses

E. J. McLUCKIE, C.P.A.

State Teachers College, Indiana, Pennsylvania

IT has been said that all education is consumer education. There is, no doubt, much truth in this statement, but consumer education has come to mean, more specifically, a type of training that imparts usable knowledge that protects the consumer and promotes his material welfare.

Whoever teaches general business training, therefore, imparts consumer education. Some teachers emphasize the clerical-practice aspects of general business training, but in units with nonoccupational subject matter there is the possibility of valuable consumer education.

Let us consider a number of units to see how this might be developed.

In a unit on communication, we are dealing with the consuming of services. If a teacher spends considerable time presenting the comparative costs and uses of the various communication methods, he is dealing with consumer education. In a unit on travel, the teacher may emphasize comparative costs of different services and give practice in making the best selections for specific purposes. This, too, is consumer education.

In discussions of business management and the management of municipalities and governmental subdivisions, the matter of receiving and using financial reports should be considered. Many organizations are compelled by law to render financial reports to the public. Educators should ask themselves who is responsible for training the public to understand and use this financial data intelligently.

Financial Reports for Employees

An article in *The Nation's Business* reveals that many corporations make a special financial report to their employees. Who has taught these employees to understand such reports? Is this not a form of consumer education that should be imparted in connection with general business training? Should the teacher bring

into the classroom such corporation reports and spend some time teaching the principles involved and developing the ability to interpret these reports?

The county auditor's report is published yearly in local papers. Who is supposed to read it, and who can? Savings-and-loan reports and bank statements are also published.

In brief, this is an extensive field of consumer education that, as far as I can discover, is not being touched by anybody in a realistic way. Certainly, a course in general business training would be a good place for it.

Labor Union Reports

If the labor movement continues to flourish, many employees will become members of unions and will be confronted with making decisions based on the financial reports of these unions. Where should children in schools be taught about the correct organization of a labor union, how it functions, what books it should keep, and how it should report financial information? The units on business organization could impart consumer education values by personalizing the subject matter. In other words, instead of talking about corporations and partnerships as such, teachers could stress the meaning of these organizations to the worker employed by them.

The large, impersonal, distantly controlled organization must function according to laws and orders, to many of which individual employees react unfavorably. When an employee understands the nature of the organization—in other words, where the ultimate authority rests—and who is back of whom in connection with the orders he receives from his immediate supervisor, he will avoid much frustration and emotional confusion.

When working for a partnership, an employee is often confused by contradictions in the management. If he understands the part-

nership organization, he will understand the reasons for this confusion and will not be disturbed by it.

Many employees work for so-called "one-man corporations," in which the one man is able to bluff his workers by pretending that the board of directors and the stockholders control the business, when as an actual fact he controls and operates it as a sole proprietor.

Emphasizing facts such as these in teaching business organizations would certainly be a form of consumer education.

Teaching Insurance

In the treatment of insurance, all forms should be pointed out. There is little the consumer can do about liability and fire insurance, however. These forms of insurance are rather cut-and-dried and we must take them, or leave them, as they are.

Life insurance, on the other hand, permits the consumer a great deal of leeway and a variety of choices. A superficial examination of the amount of life insurance carried leads to doubt that consumers of this service are able to act intelligently.

Despite all that has been done in this field,

it is apparent that many persons are not insured, and those who are carrying insurance are woefully inadequately covered. The average man does not know how to use insurance services. He buys principally to get rid of a persistent agent.

Even in units of a vocational nature, such as filing, there can be much of consumer-education value. Filing is merely the outward symbol of the philosophy of orderliness. Taught as a philosophy rather than as so many papers in a file, a unit on filing can be applied to life situations and can be shown to be of dollars-and-cents value to everybody.

Last spring I bought a sickle that will have to be replaced next spring because my son left it in the grass somewhere. Or did I lose it? Nobody seems to know. Where are the chisels, the hammers, and other tools of yesterday; the overshoes, the umbrellas, and the gloves left over from last winter? Nobody knows. Where is that receipt for the rent we paid the landlord's clerk on the street one day?

The inefficiency and waste in the average domestic life cry out for a course in filing for the home. Here is a place for real consumer education.

"How to Teach an Employee"

OF the courses that have been developed by the Business Education Service of the United States Office of Education, a wartime training program for store supervisors and department heads, entitled "How to Teach an Employee," has proved one of the most popular and useful.

This is a short course to aid experienced executives, and it deals solely with problems of how to teach both new and experienced employees more efficiently.

Meeting an extremely high labor turnover, employing persons not naturally adapted to sales work, handling rationed goods, and replacing key executives are only a few of today's problems that must be solved through personnel training.

On-the-job teaching is done on an individual basis, often in the department during store hours, and is given in addition to any centralized training given by the store.

"How to Teach an Employee" has been designed, therefore, to sharpen the teaching tools of executives so that they may do this part of their work more effectively. Executives know what should be taught, but they want help in *how* to teach it.

Only those persons who have had this course themselves are selected by state supervisors to conduct meetings in their own districts. Each instructor is given detailed outlines and supplementary background materials.

He then is authorized to conduct a series of six two-hour meetings. Among the topics discussed are: weaknesses of common training methods, the need of analyzing tasks to be taught, basic steps to follow in instructing an employee how to perform any specific part of his job, and the importance of creating and maintaining a relationship between executive and employee that will expedite training efforts.—*Murray Banks.*

Schools Must Take Care of Machines

HAROLD H. SMITH



...better let us do the fixin' Mr. Potts!"

THE Government has asked schools and offices to contribute 20 per cent of their typewriters to the war effort. Some schools have done so.

Some offices have been able to comply.

In some cities typewriting has been dropped from the junior high school course of study, and the typewriters thus released have been turned over to the Government.

No new standard typewriters will be available for civilian use for some time to come. Only certain "stripped" models of portable typewriters can be purchased as new machines by civilians.

If you have a standard typewriter manufactured since January 1, 1935, the Government is extremely anxious to buy it and to add it to its supply of machines.

Where does this leave the typing teacher? It simply means that he has to *protect* and *care* for every typewriter and office machine in the school—both in the classrooms and in the school offices. It is reported in some cities that the typewriter companies are already overworked with repair and overhauling jobs. So

poned for many months and leave you short of equipment.

New York City is attacking the problem intelligently. Three associate superintendents have just issued a circular outlining a constructive policy for each school. Each school principal has designated a member of his staff to take general charge of typewriters and other office machines, usually someone with some mechanical bent. These teachers will attend at least five special training conferences to be held in four widely separated schools. They, in turn, will train special squads of students to oil and clean machines. These students are expected to be able to make very minor adjustments as well. Major repairs are to be made only by service representatives from the equipment companies. The teachers will learn how to make minor adjustments which heretofore have been the cause of much unnecessary inconvenience and expense.

The Department of Business Education of New York University, in co-operation with Alpha Chapter of Delta Pi Epsilon, graduate honorary fraternity in business education, conducted a conference on Saturday, November 14, 1942, devoted to "The Conservation of Business Equipment in Wartime." One section

This illustration, which was used in national advertising by L. C. Smith & Corona Typewriters, Inc., shows what happens when enthusiasm is permitted to take the place of skill in making typewriter repairs. Still, there will be no new typewriters for civilian use, and one fifth of those owned by schools and offices have been requested by the Government, so those now in use must receive careful attention. Harold H. Smith reports here the recommendations made at a conference sponsored by Delta Pi Epsilon.

don't depend on peacetime ways of letting machines care for themselves with an occasional overhauling job which, from now on, may have to be post-

was devoted to typewriters and was addressed by representatives of the five leading typewriter companies. The other section was addressed by representatives of the various companies making adding and calculating machines, duplicating machines, and business phonographs.

In the typewriting conference, all speakers agreed that dirt and dust are the prime factors that put typewriters out of commission. The time-worn injunction to "clean your typewriter each day before starting work" was agreed to by all the representatives of typewriter service departments, but in the group discussion that followed, J. Constable, a Remington-Rand executive who has had long experience in service work, made the rather surprising but thoroughly logical suggestion that all dusting and cleaning should be done at the end of the day. As he pointed out, the dirt is then easy to remove, especially the ink in the type. If it is left on the machine overnight, it hardens.

All speakers agreed that the type faces should be brushed toward the operator, *away* from the rest of the typewriter mechanism, and all emphasized that the last operation should be a careful dusting of the machine, starting at the top and working down, to insure that no particles of dirt and ink, brushed off the machine, should remain to get on hands and thus back on to typewritten pages. George Hossfield, of Underwood Elliott Fisher, specified that if the type is brushed regularly each day, a *dry* brush will prove thoroughly satisfactory.

The evils of "too much oil" were repeated over and over again. Use only a drop or two of oil; then wipe off the excess lightly.

Never put oil in the slotted type-bar segment. Mr. Constable and Mr. Brewster, also of Remington-Rand, suggested that if the slots become filled with dirt and grit, a special trade product, called "Varoline," which can be procured from paint stores at about 35 cents a gallon, can be used to clear out the dirt.

Insert two or three sheets of paper into the machine to protect the paper cylinder. Hold down the space bar in order to remove spring tension from the type-bars. This locks the carriage over a single space. Turn the ribbon-position indicator to "Stencil" position, to prevent wearing a hole in the ribbon. Then put one or two drops of Varoline into a single slot and tap the key as many times as is neces-

sary to free it completely. Do not apply the Varoline with a brush. Use a long-necked oil can, an oil dropper, or a splinter of wood. (This suggestion alone should be worth whatever time you take to read this article!)

One of the most common causes of unnecessary service complaints is faulty installation of ribbons. This is something that every teacher should be able to check. Never remove a ribbon without carefully noting exactly how it is installed. If possible, compare each step in ribbon installation with a properly installed ribbon on a similar typewriter. Attention to this one item will eliminate unnecessary wear and tear on ribbons, apparent failures of ribbon-reversing mechanisms, much locking of the carriage, *unnecessarily heavy key action*, etc.

Several speakers stressed the importance of wiping the paper cylinder and the feed rolls off occasionally with denatured alcohol. This must be done vigorously to rub off the dirt, but the final application of alcohol should be made with a clean rag and permitted to dry without rubbing. Otherwise, the cylinder will be left with a shiny surface, causing the paper to slip. When this occurs, the alcohol treatment is indicated. However, teachers should bear in mind that alcohol hardens rubber, as also does age. Cylinders should be replaced ordinarily every three years.

Never permit oil to get on the cylinder or feed rolls. It will cause slippage and is difficult to remove from rubber.

Collect Spare Parts

Owing to their long experience with the public, the service representatives of the typewriter companies were one in warning against tinkering with machines and attempting to make major adjustments. As the writer pointed out, however, every teacher should keep a sharp lookout for loose parts on typewriters and for parts that have dropped off machines, and should arrange to have all such parts collected in a "parts box" by whoever finds them—from the janitor to the smallest student. Parts that are loose should be tightened by means of a screw driver. (By the way, not everybody knows how to use a screw driver properly! Better ask your shop instructor, a carpenter, or a good mechanic. This is no joke.)

Dr. Helen Reynolds, of New York University, chairman of the typewriter section, suggested that she had found it especially helpful

to place a sound typewriter of the same model as the disabled machine alongside it, making constant direct comparisons in attempting minor adjustments.

In no case should the teacher without mechanical aptitude and experience try to make repairs or adjustments beyond those that have been suggested here. One of the executives of the L. C. Smith and Corona Typewriter Company made the point that, owing to the depletion of their service staff through men going into the armed forces, his organization has been training a number of women for such work. He pointed out that teachers represent a far higher degree of intellectual capacity than these newcomers in the service ranks and he could see no reason why teachers who wished to become acquainted with adjustment problems could not do so. He invited teachers to come to his company's New York office for such instruction.

Stephen J. Carney, manager of the New York office of the Woodstock Typewriter Company, urged teachers to assume their rightful responsibility for checking the typewriters when they come into a room after some other class has left it, for observing how they are handled during typing periods, and for adequately checking their condition before students leave the room. He announced that his company is preparing to publish a special teachers' handbook on repairing the Woodstock, of which one copy will be distributed to each school using Woodstocks.

We hope that typewriting and office-practice teachers in other cities will organize similar conferences with local representatives of the equipment companies. Present conditions require close co-operation, and such conferences will offer fine opportunities for learning how to maintain our machines in the best of shape, come peace or war.

The Old Order Changeth

IN AN ADDRESS before the American Chemical Society (published in the November Advertiser's Digest), Dr. Charles M. A. Stine, vice-president of E. I. du Pont de Nemours & Company, pictured the world of tomorrow.

Thinking that your students will be interested in hearing what Dr. Stine has predicted, we are reprinting here several paragraphs from his address, "Molders of a Better Destiny." Perhaps you will be able to use these excerpts for dictation practice.

WE WILL HAVE glass that is unbreakable and glass that will float, wood that won't burn, and laminations of plastics and wood that will compete with structural metals. Hosiery derived from air, water, and coal, a wonder of prewar days, is but a forerunner of many innovations from the same source, ranging from shoes that contain no leather and window screens that contain no wire, to machinery bearings that contain no metal.

The automobile manufacturer's slate has been wiped clean for a fresh start. We are now in the 1960's of motor cars as measured by the old pace of development. Sealed cooling systems, proved on a large scale by aviation, may end in the postwar car the nuisance of adding water to radiators. Fuels may yield fifty miles to the gallon, or better.

The oil industry is speculating on fuels with octane ratings of 150, or almost twice that of the best automobile gasoline of two years ago.

Gasoline itself may be displaced by a superior petroleum product.

Airplane designers are thinking in terms of hemisphere-spanning freighters; passenger carriers in fleets numbering hundreds of planes; and transcontinental nonstop air trains of gliders, which will drop off or pick up "coaches" over the principal cities en route.

Houses will cost around \$500 to \$800 a room. Prefabricated sections will permit flexibility in architectural designs. New insulating materials, making possible light walls that will be several times as efficient as heavy masonry ones, will allow the use of revolutionary structural principles.

Plywood, plastics, rustless steels, nonferrous alloys, various kinds of composition board, fire-resistant woods, ceramics, and synthetic finishes of lasting durability will be employed in profusion. For example, stainless steel is indicated as the common roofing material of the future. It will last as long as the house and will require no maintenance. Lighting will be automatic, governed by electric eyes sensitive to outside variations in the daylight. Air-conditioning units will filter out the pollens of hay fever.

The President of the United States has said that we are fighting for four freedoms. The scientist accepts these freedoms unreservedly. But the scientist is fighting just as whole-souledly for five hundred, yes, for five thousand other freedoms.

Army Slang

DOROTHY M. JOHNSON

The B.E.W. suggested last month that December be made Naval-terminology month in classrooms, and published a number of naval terms in an article written by an ensign. Here is an attempt, by a civilian, to present a little Army slang, but we warn you that the Army slang terms came out of a duplicated list, and the author of this story about Joe and Bill never gets any closer to the Army than when buying war bonds that will provide soldiers with bullets.

THE influence of big brothers in the Army on the vocabularies of younger brothers was demonstrated the other day when Joe Murphy, who thought he was a *hot shot* (pretty good) typist, remarked casually, while he and Bill Ward were doing a little *barracks flying* (idle talk or boasting) during lunch hour, that he'd have hit seventy in the last typing test if he hadn't *got off the beam* (made mistakes) in the last half-minute.

Bill was pretty good himself at pushing the *mill* (typewriter), but he knew Joe too well to suggest that he could *drive it to the hangar* (stop boasting or barracks flying).

"I *buttoned up* (carried out) the last assignment in today's *detail* (schedule)," remarked Bill, "but Miss Howard handed me some *fatigue* (work), *policing* (cleaning up) the floor around my typing table. Can I help it if the girls are poor pitchers and miss the waste-basket?"

"That new *blonde job** borrowed my eraser and never gave it back," Joe complained. "She tried *riding the beam* (pretending innocence) about it but I got the eraser back. Then I heard her *slipping the clutch* about (criticizing) how bad her mill was."

Bill remarked, yawning, that she had a permanent *short circuit between the ear phones* (mental lapse); everybody knew the Government needed the good mills and you had to put up with what was left.

"Hey, it's time for bookkeeping class," he observed. "Let's *roll up the flaps* (stop talking). When it comes to special journals, I'm kind of *low on amps and voltage* (lacking ambition and ideas)."

"*Prop wash!*" (an expression of disbelief)

* *Brown job* refers to the Army, *blue job* to the Navy. *Blonde job* needs no explanation.

snorted Joe. "You're a hot shot—almost as good as I am at typing."

Bill suddenly began to wonder whether, in that case, he would even pass the bookkeeping course.

An Abridged Glossary of Army Slang

Army banjo—shovel.

AWOL—absence without official leave.

Barracks 13—guardhouse.

Behavior report—letter to a girl. (Sugar report—letter from a girl.)

Bible—Army regulations.

Blind flying—a blind date.

Barracks flying—idle talk or boasting.

Bubble dancing—dish washing.

Bunk fatigue—sleep or rest.

Buttoned up—orders carried out.

Daily detail—daily work schedule.

Decode—explain.

Drive it to the hangar—stop "barracks flying."

Fatigue—work detail.

Fatigues—work clothes.

Foxhole—pit dug by a soldier, a one-man trench.

G-2—inquisitiveness.

G.I.—Government issue.

Gold brick—one who gets by without doing his share of work. Also used as a verb.

Hash mark—service stripe.

Hell buggy—tank.

Hitch—an enlistment period.

Hot shot—anybody who is good at his job.

IC—inspected and condemned.

Jackson—form of address for any soldier.

Jeep—bantam cars; applied also occasionally to other motor vehicles. In the Armored

Force, the 1½ ton command car.

Low on amps and voltage—lacking ambition and ideas.

Mill—a typewriter.

O.C.—officer in charge.
Off the beam—incorrect.
Peep (son of a jeep)—bantam car; used in organizations in which “jeep” is applied to larger vehicles.
Pencil pusher—clerk.
Police—to throw away, to clean up.
Prop wash—an expression of disbelief.

Riding the beam—pretending innocence.
Roger!—expression used instead of “O.K.” or “Right.”
Roll up your flaps—stop talking.
Short circuit between the ear phones—a mental lapse.
Slip the clutch—criticize.
Yard bird—a raw recruit.

Would You Like to Try Our Letter Service?

THELMA E. DICKSON

Berlin (New Hampshire) High School

WOULD you like to try our Letter Service, Miss Blank?”

As the teacher looked up questioningly, the student standing at her desk continued eagerly, “We commercial students wish to get more practical experience in letter writing. We know the teachers write many business letters and might be willing to let us act as their secretaries. It would be more interesting to us to write letters that are really mailed, and we hope it might help you too. But here’s a memorandum pad we made for you and a letter that will explain our plan. I’ll be back tomorrow at this time to see if you have any letters for us.”

Miss Blank looked at the memorandum pad. It had an attractive hand-decorated cover; at the top were the words “LETTER SERVICE,” and beneath them, a sketch of a hand writing a letter. Within was a pad attached to one side and a pocket opposite it.

The letter gave further details of the plan that my commercial students and I had evolved. The letter promised that students would compose any business letters desired and return them, correctly typed with one duplicate, within twenty-four hours unless some change in the school program should make a longer time necessary. On the memorandum pad, it was explained, the teacher might jot down the necessary information for the letters to be answered, or she might put the letters in the pocket, having noted on them what the reply should be. By looking in the memorandum booklet, the pupil could get the letters to be written without interrupting the teacher’s work.

Many teachers availed themselves of this service, at first only because they wanted to help the students get the experience but later because they found the service was a real help to them. Students wrote many letters of inquiry, orders, and letters concerning adjustments. They occasionally had letters requiring more originality; for example, one teacher requested a letter of recommendation to be written and gave a list of the points which she wished included.

At first each letter requested was assigned to three students. After I had checked all the letters written, I chose the best one. After the students had gained in skill, only the more difficult letters were assigned to more than one student. The preliminary checking was also delegated to the most reliable students (most of them eventually took their turns at it), but I read each letter before it was delivered.

The students learned the need for accuracy and for pleasant, straightforward wording. They learned to adapt their style to the preferences of each teacher; to aid in this, a file was kept noting the business form preferred and any suggestions of the teachers.

The students took pride in using their type-writing ability. The fact that the letters were more than a class exercise added zest to the work, and the praise and suggestions received—and sometimes the heated discussions by pupil critics—awakened a greater interest in and respect for their work. Last but not least was the sense of responsibility in maintaining a high standard for our Letter Service and the resulting increase in dependability.

A Radio Script About Typing

Here is an interesting excerpt from a radio program prepared and presented by the typing students of the Junior College of Southeastern Colorado, at Lamar, under the direction of Harold Nelson, head of the Business Education Department.

Miss Colleen Sutton prepared this portion of the script. An interesting and unusual series of questions and answers about the history of the typewriter and its uses made up the rest of the program.

IN golf it's the stroke; in tennis, the rhythm; and in mathematics, the accuracy, that achieves perfection. If you combine these traits—stroke, rhythm, and accuracy—and apply them to typing, you have an excellent beginning for a good typist.

Before beginning to type, there are five major factors to consider. The first of these is the position of your head, which should be held erect and slightly turned so that the eyes are on the copy. Keeping the head in the correct position lessens fatigue.

The second factor is your wrists and hands. The wrists should be on a line with your hands. This insures an equal reach over all four rows of keys. Your hands should be close to the typewriter and on the same slope as the keyboard. It is just as important in typing as it is in playing the piano to have your hands and wrists in a graceful position. Correct typing is almost as beautiful and as graceful as playing the piano.

Along with your hands and wrists are your arms. A good test for your arms is for them to be perfectly relaxed and without tension. In typing you need no "elbow grease," because the arms should be motionless and close to your sides.

Another factor to be considered is the placement of the copy. This should be placed on the right side of the typewriter, in the best position to be read easily and without strain. Your eyes should be kept on the copy at all times in order to achieve rhythm and continuity.

You probably think sometimes, "Hmm, think I'll take a look to see how I'm coming along." This is a very bad habit, and it should

be avoided. If you are typing and someone enters the room, you think that you are dying of curiosity and you just have to look up. Why, maybe you'll miss something if you don't. But if you are such a person, with this curiosity, please break this habit. It may require will power, but, remember, it's for the general good of a good cause.

The last factor to be taken up before typing is the position of the chair and your feet. There are no set rules and regulations concerning the chair except that you should have it placed so that you will be relaxed and comfortable. But there is one very strict rule about your feet. You have no idea how important this is until you try typing with your feet in an improper position; however, I advise you to take my word for this and not experiment yourself. Your feet must be flat on the floor, with one foot in front of the other about one or two inches. This braces you and reduces the swaying of your body. Remember, the essential rule is "Feet flat on the floor." It is also a good rule to lean forward a little from the hips.

And now we are all set to type. Of course, I am assuming that you all know the keyboard—that is a most important requirement. Before you can type you must have paper and this brings up an important factor—the insertion of the paper. A few, simple instructions to remember are:

1. Grasp the paper on the left edge between the thumb and fingers of your left hand.
2. Drop it back of the cylinder and give the cylinder knob a quick, snappy turn away from you, with the thumb and first two fingers of the right hand. Remember, you should not push your paper.

I assume that you already know the technique of typing, but I want to ask you, "Do you actually know how to type?" There is much more to it than just pecking away at the keys. I mentioned that the essential factors of typing are: speed, accuracy, and rhythm.

First, I will take up rhythm. Rhythm is a great aid to accuracy because it enables you to finger correctly. It has been proved that incorrect fingering is the cause of approximately one third of the errors made in typing.

If you have rhythm and accuracy, speed will naturally follow, because speed is a growth; but, it does not come from a few hours or a few days of practice. Remember, "Practice

If you sum all these factors up—posture, position of copy, chair and typewriter, concentration, speed, accuracy, and rhythm—and bring them into play, your typing should sound like this

Take Your Law Case to Court

Agency—the eighth and last in a series of actual cases, with the Judge's decisions and comments

H. G. ENTERLINE

*Naval Training School
University of Indiana, Bloomington*

Mr. Enterline followed his own advice and took his law class to court. He describes here some actual cases, which he and his students observed. Previous articles appeared in September, October, and November, 1941, and February, March, April, and September of this year.—Editor.

Real-Estate Broker vs. Property Owner

LESSON to be learned: Contracts should be made only with those having authority to contract. An agent who fails to make known the name of his principal becomes personally liable as a principal.

In a suit for the collection of a brokerage fee for leasing an apartment through the property owner's wife, plaintiff, a real-estate broker, testified that he had learned of the vacant apartment through the wife of the defendant. He said she gave him permission to lease the apartment, and that therefore he was entitled to his fee, since the wife acted as agent for the husband.

The property owner testified that he had no knowledge that the apartment was being leased and that he had never given his approval to the lease; that he had not authorized his wife to act as his agent in this respect; and that she had never previously acted as his agent.

Defendant's wife testified that she was not a co-owner of the property and had no interest in the property whatever, although she admitted that she had made the agreement with the plaintiff.

Judgment was for the defendant. The fee was uncollectible, because the wife was not her husband's agent.

Roofer vs. Agent

The plaintiff, a roofer, sued an agent for \$10, wages for repairing a leaking roof. The roofer, an illiterate laborer, testified that the defendant hired him to repair the roof of her

office, that the roof was in very bad condition, and that at the time of his hire he stated that he would not guarantee the repair job.

The defendant, an attorney, testified that she was not the owner of the building and was not liable. Suit should have been brought against her father, who was president of the corporation. She admitted that she hired the man and that she frequently signed letters and other business papers in her father's name, but said that she had no authority to hire the plaintiff. In any event, she stated, the repair job was unsatisfactory and the roof continued to leak.

Judgment was for the plaintiff. The court held that since the agent had failed to disclose the name of the true owner, she had made herself liable as a principal.

Recapitulation

An overall examination of the cases that have been described in this series suggests the following lessons:

If at all possible, settle out of court. Litigation is costly in both time and money.

Even a rudimentary knowledge of business law is sufficient to cause the reader to observe that some of these cases never should have gone into court at all.

In taking a case into court, be prepared with sufficient evidence and enough witnesses to set up a satisfactory case.

One man's word is as good as another's in a court of law; differences in race, education, or social standing carry little or no weight.

Speak the truth. Avoid exaggerated statements and superfluous claims.

Seek the advice of a competent attorney.

Some instruction in the formation, operation, and discharge of contracts should be included in the education of everyone.

The class, as well as the teacher, will come away impressed with the thought that the judge in a civil court is a very broadminded individual, indeed, that he has a vast knowledge of human conduct; and that he is ever on the alert to detect false claims and attempts by one individual to take advantage of another.

Bookkeeping for Uncle Sam

A PROBLEM FOR ALL STUDENTS

MILTON BRIGGS

HERE is a problem designed to interest all students in all subjects and in all schools. It will consume not more than one or two class periods, and will provide a welcome change from classroom routine.

THE BUSINESS EDUCATION WORLD will award a Certificate of Achievement to every student who submits a satisfactory solution for this problem. (See Requirements for Certification on page 303.)

Please read the following introduction to your students, dictate it if they write shorthand, or have it duplicated if you wish each student to have a copy:

In this problem you are called upon to do some bookkeeping that will interest Uncle Sam. You do not need a knowledge of the principles of bookkeeping, however, to prepare the solution of the problem.

Two magazines, *The Gregg News Letter* and THE BUSINESS EDUCATION WORLD, wish to publish a report of the purchases and sales of War Savings Stamps and Bonds in schools that have made outstanding records during the three months, October through December 1942. The report will appear in the March issues of these two magazines and will list the twenty schools with the best records of all those submitted. You are asked to help prepare that report in this problem. You can earn Certificates of Achievement for this work and, at the same time, advertise the record of your school.

A Challenge from New Bedford

The Senior High School at New Bedford, Massachusetts, claims the honor of selling a larger amount of War Savings Stamps and Bonds *per student* than any other school in the United States during the past year. Other schools are hereby invited to challenge this record, which is presented in Form 1.

Put Form 1 on the blackboard or have it duplicated.

This splendid record has been attained through the organization of Junior Minute

Special Notice

This month, because of the patriotic subject and content of this problem, "Bookkeeping for Uncle Sam," cash prizes are not offered. A Junior, Senior, or Superior Certificate of Achievement will be awarded as usual, however, to each student who submits a satisfactory paper. The primary purpose of this problem is to stimulate further the widespread student interest in the sale and purchase of United States War Savings Stamps and Bonds.

Men, under the direction of William E. King, a member of the faculty of the New Bedford High School. The Junior Minute Men were organized in February, 1942, with the following objectives:

1. To inspire leadership that will accomplish our national purpose.
2. To foster the sale of War Savings Stamps and Bonds.
3. To perform other duties of service that will be of assistance to our country.
4. To affiliate with the Senior Minute Men, who sponsored this organization, the first of its kind in the United States. (The United States Treasury Department, through the Senior Minute Men, has recognized the Junior Minute Men. Henry Morgenthau, Jr., Secretary of the Treasury, has issued to the Junior Minute Men of New Bedford special certificates of recognition over his personal signature.)

Merit, character, and scholastic attainment determine membership in the Junior Minute Men. Each home room in the school has representatives in the organization. These representatives stress to their fellow students the values of our democratic way of life and the need to preserve it, the patriotic aspects of sharing in our national effort, and the importance of building up family financial reserves for a rainy day through the purchase of War Savings Stamps and Bonds.

All business of the organization is transacted entirely and directly by the students. Business students keep all records and handle all money received, as well as the distribution of the stamps and bonds.

PART A

*For students who wish to earn a B.E.W.
Junior Certificate of Achievement*

On a sheet of white paper 8½ by 11, copy and complete Form 1. There are eighteen spaces to be filled. Use pen and ink or typewriter. This is an exercise in neatness as well as accuracy. To find the average investment per student, divide the figure in Column 4 by the figure in Column 5 and carry three places to the right of the decimal point.

PART B

*For students who wish to earn a B.E.W.
Senior Certificate of Achievement*

Do Part A. On the back of the same paper, rule a form like Form 2. In Column 1, list a number for each student in your class or home room.² Then complete the report. Do not leave any blank spaces—record a zero when necessary. Use pen and ink or typewriter.

Please note that this is to be a record of purchases, *not* sales. Include *all* stamps and bonds purchased by each student during 1942, whether from the school sales organization or elsewhere.

PART C

*For students who wish to earn a B.E.W.
Superior Certificate of Achievement*

Do Parts A and B. On a second sheet of paper present the war savings record of your school for the last three months of 1942. Use Form 1, but substitute your school name and address. Use pen and ink or typewriter.

² Note to the Teacher: In order to avoid any embarrassment in collecting the figures for Form 2, we suggest that the teacher (1) ask each student to supply the required information on a slip of paper (slips should be of uniform size) without signing his name; (2) collect the slips and arrange them in order with highest total purchases first; (3) number the slips consecutively, these numbers to appear in Column 1 of Form 2; and (4) dictate or duplicate the information or write it on the blackboard.

Teachers may, if they think best, call upon students to verify their figures by producing their stamps and bonds.



FORM 1

SENIOR HIGH SCHOOL, NEW BEDFORD, MASSACHUSETTS

Record of Sales of War Savings Stamps and Bonds

Month	Total Bond Sales	Total Stamp Sales	Total Sales of Stamps and Bonds	Numbers of Students Enrolled	Average Investment Per Student
February	\$1,425.00	\$ 956.15	\$?	2,179	\$?
March	6,018.75	1,539.75	?	2,142	?
April	1,331.25	1,245.55	?	2,102	?
May	6,112.50	2,503.80	?	2,060	?
June	3,525.00	1,770.25	?	2,020	?
September	3,693.75	1,506.80	?	2,203	?
October	4,387.50	3,111.35	?	2,179	?
Totals	?	?	?	■	?

* Average of monthly enrollment

FORM 2

NAME OF SCHOOL, CITY OR TOWN, STATE

Room No.

War Savings Stamp and Bond Record

For the Year Ended December 31, 1942

Student Number	Number of Stamps Purchased	Value of Stamps Purchased	Number of Bonds Purchased	Value of Bonds Purchased	Total Value of Stamps & Bonds Purchased
Totals					

Requirements for Certificates of Achievement

1. Solutions may be typed or handwritten on white paper 8½ by 11. Each paper must have these data in the upper right-hand corner: student's name in full, name of school, address of school, teacher's name in full.

2. Send solutions by first-class mail or by express to Milton Briggs, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York City. All solutions submitted become the property of THE BUSINESS EDUCATION WORLD, and no papers will be returned.

3. With the solutions, send a typed list of the names of the students whose papers are submitted. After each name type either "A," "B," or "C" to indicate the part of the problem the student has chosen to solve and the type of certificate he is entitled to receive. Remit 10

cents for each paper, to cover in part the cost of examination and mailing.

4. The B.E.W. will award an attractive two-color Certificate of Achievement to each student who submits a satisfactory solution. All papers must be in our hands by January 5. Certificates will be mailed soon after that date.

5. *The Gregg News Letter* and THE BUSINESS EDUCATION WORLD will publish, in their March issues, the names of the twenty schools that submit the best sales records and the twenty schools and teachers that submit the best class records of purchases of War Stamps and Bonds.

THE VICTORY CORPS HOUR is a new radio program for high school students. Tune in on the blue network at 2:30 EWT every Tuesday afternoon. George Denny, of Town Meeting fame, acts as master of ceremonies.

Prize-Winners in the November Bookkeeping Contest

THE FOLLOWING STUDENTS received cash prizes for their papers submitted in the B.E.W. Bookkeeping Contest for November. Names of teachers are in italics.

SUPERIOR DIVISION

FIRST PRIZE—\$3

Barbara Johnson, Union High School, Yuba City, California. *Reginald C. Estep.*

OTHER PRIZES—\$1 Each

Claire Cadieux, Holy Angels Academy, St. Jerome, Quebec, Canada. *Sister M. Sylvio.*
Rose Costello, Union High School, Willoughby, Ohio. *Margaret W. Gibbs.*
Gertrude Anne LaRou, Cathedral High School, Portland, Maine. *Sister Mary Aline.*
Ina Rasmussen, St. John Township High School, Dyer, Indiana. *Beulah Husted.*

SENIOR DIVISION

FIRST PRIZE—\$3

Marcella Petrillo, Eastchester High School, Tuckahoe, New York. *Albert Desjardins.*

OTHER PRIZES—\$1 Each

Elaine Hopp, Iowa City Commercial College, Iowa City, Iowa. *Grace Hinrichs.*
Marian Mosier, High School, Coulee City, Washington. *Hilda Mesick.*
Louise Sponsler, Chambersburg Business College, Chambersburg, Pennsylvania. *Charles McKillip.*

Claire Thompson, St. Patrick High School, Trois Rivieres, Quebec, Canada. *Sister Marie de Lourdes.*

JUNIOR DIVISION

FIRST PRIZE—\$3

Theresa Donna, St. Mary's High School, St. Albans, Vermont. *Sister St. Bernadette.*

OTHER PRIZES—\$1 Each

Gloria Chipman, Treadwell High School, Memphis, Tennessee. *Celeste Lockwood.*
Deneal Dean, Davis and Elkins College, Elkins, West Virginia. *Sarah Ward.*
Marjorie Giannone, Joseph Johns Junior High School, Johnstown, Pennsylvania. *Eleanor M. Birk.*
Margaret M. Jacob, Cathedral High School, Trenton, New Jersey. *Sister M. Agnese.*
Teresa Smith, Delone Catholic High School, McSherrystown, Pennsylvania. *Sister M. Illuminata.*

BOOKKEEPING EDITOR'S NOTE: A large number of papers submitted in the November contest merit Honorable Mention. We regret that space limitations do not permit publication of the names of students who submitted these papers. Students who have been awarded Certificates of Achievement, however, should be encouraged to enter future contests and earn the Senior and Superior Certificates.

BOOKKEEPING CONTEST COUPON

(See pages 260-261)

Awards Department, THE BUSINESS EDUCATION WORLD, 270 Madison Avenue, New York, N. Y.

1. I plan to enter approximately _____ students in your International Bookkeeping Contest. Send me complete information and contest material on February 1, 1943.
2. In addition to my free teacher's copy, please send, at 2 cents each, _____ student reprints of the bookkeeping contest project.

Remittance enclosed \$ _____

Name

School

School Address

City and State

The Arithmetic and Law of The Social Security Act

Unit 2

R. ROBERT ROSENBERG, Ed.D., C.P.A.

THE following unit, the second in a series of three, explains the law and the arithmetical computations involved in determining supplementary, survivors', and maximum benefits. The correct answer is shown in parentheses after each problem.

Unit 1, published in the November B.E.W., distinguished between a fully insured and a currently insured worker and explained how the average monthly wage of a worker and the monthly benefit payments due a worker may be computed.

Supplementary, Survivors', and Maximum Benefits

A. Supplementary Benefits of a Retired Worker

A retired worker is entitled to supplementary benefits under the following conditions: If his wife is 65 years of age or over and is not receiving in her own right a monthly benefit equal to or greater than one half of the retired worker's monthly benefit, he will receive, in addition to his own benefit, an amount equal to one-half his monthly benefit, less the amount his wife is receiving in her own right.

If he has any unmarried children under 18 years of age, the worker will receive, in addition to his own benefit, an amount equal to one-half his monthly benefit for each child.

Illustrative Problem

A retired worker received a primary monthly benefit of \$36.67. He had a wife who was 65 years old and two dependent children under 18 years of age. Find the total monthly benefit to which he would be entitled.

Worker's primary monthly benefit	\$36.67
Supplementary benefit of wife (half of \$36.67)	18.34
Supplementary benefit of dependent child ..	18.33 ¹
<hr/>	
Total monthly benefit	\$73.34

¹The total benefit, primary and supplementary, to which a worker is entitled under the Act is limited by law to not more than twice the primary benefit paid to him. Thus, in this case, he would not receive more than $2 \times \$36.67$, or \$73.34.

When the dependent children become 18 years of age, the benefit for the children ceases.

If the worker's wife had died or had not reached

Learning Exercises

1. A man has a wife over age 65 and a legally adopted child aged 15. He is receiving a primary benefit of \$28. Find the total monthly benefit to which he is entitled. (\$56.)

2. A retired worker received a primary monthly benefit of \$41.56. He had a wife who was 65 years old and two dependent children under 18 years of age who were attending school regularly. What is the maximum monthly benefit to which he would be entitled under the Social Security Act? (\$83.12.)

3. A man was receiving a primary monthly benefit of \$35.80. He had a wife who was 65 years old and a father² who was totally dependent upon him. To how much will his total monthly benefit amount under the Act? (\$53.70.)

4. A retired worker receiving a primary monthly benefit of \$35 has a wife over 65 years of age, one dependent child under 18 years of age, and an aged mother³ wholly dependent upon him for support. Find the maximum supplementary benefits to which he would be entitled and his total monthly benefit. (Supplementary Benefits, \$35. Total Monthly Benefit, \$70.)

B. Survivors' Benefits

The Act provides for survivors' benefits in the case of a worker who was "fully insured" and who died after 1939, as follows:

1. To surviving widow 65 years of age or

the age of 65, he would be entitled to a supplementary benefit of one-half his primary benefit for each of the two unmarried dependent children until they became 18 years of age.

²No benefits are paid to dependent parents of primary beneficiaries. When a retired worker dies, if he has no wife, his parents would receive benefits under the Act.

over: three-fourths of worker's benefit rate.

2. To widow less than 65 years of age with dependent children in her care: three-fourths of worker's benefit rate.

3. To each unmarried dependent child under 18 years of age: one-half of worker's benefit rate.

4. To each dependent parent 65 or over, if there is no widow or dependent child: one-half of worker's benefit rate.

In addition, if the worker were "currently insured" even though not "fully insured," benefits under Nos. 2 and 3 would be payable.

In no case will the total amount received be more than double the worker's benefit rate.

Illustrative Problem

A worker died after having been regularly employed at covered employment for a period of 10 years since 1936. His average monthly wage was \$225. To what monthly benefit would his widow be entitled if there were three dependent children?

The primary benefit is computed as follows:

40% of \$50.00	\$20.00
10% of \$175.00	17.50
	<hr/>
	\$37.50
(1% of \$37.50) × 10 (years of service) ..	3.75
	<hr/>
Total primary benefit	\$41.25
The surviving widow is entitled to ¾ of \$41.25	\$30.94
Each surviving child is entitled to ½ of \$41.25, or total	61.87
	<hr/>
	\$92.81

The total benefits, however, would be reduced to \$82.50, because the law limits the total to twice the primary benefit, or \$82.50.

If there were but two dependent children, the widow would be entitled to \$30.94 plus 2 × ½ of \$41.25, or \$72.19.

Learning Exercises

1. A worker died after having been regularly employed at covered employment at \$170 a month for a period of 12 years. Find the monthly benefit to which his widow would be entitled if there were two dependent children under 18 years of age. (He began his covered employment on January 1, 1937.) (\$62.72.)

2. A man employed on jobs covered by the Social Security Act died after working 15 years. His average monthly wage was \$110. To what monthly benefit would his widow be entitled if there were two dependent children and an aged father solely dependent upon him for support? (\$52.33.)

3. A worker died leaving a widow aged 36, one child aged 11, and another child aged 9. His primary benefit was computed at \$35.50 a month.

a. How much will his widow receive until the first child becomes 18 years of age? (\$62.13.)

b. Until the second child becomes 18 years of age? (\$44.38.)

c. After the second child becomes 18 years old? (Nothing.)

d. When the widow becomes 65 years old? (\$26.63.)

4. A worker died leaving no widow, and no child under age 18. He was survived, however, by a father aged 67 and a mother aged 64, both wholly dependent upon him. He was fully insured, and his primary benefit was computed at \$42 a month.

a. How soon after his death would his father and mother be entitled to a monthly benefit? (Father, immediately; mother, when she becomes 65 years of age.)

b. To how much would each be entitled? (\$21.)

c. For how long would this benefit be paid to them? (As long as they lived.)

C. Maximum Amount Payable

The maximum monthly benefit paid a retired worker and his dependents, or all survivors, is \$85, or twice his monthly benefit rate, or 80 per cent of his average monthly wage, whichever is least.

Illustrative Problems

1. A man has had covered employment for a period of 43 years. During this time, his average monthly wage amounted to \$325. He retired at age 65. Find the maximum monthly benefit to which he was entitled if his wife also was 65 years of age at this time.

40% of \$50	\$20.00
10% of \$200 ^a	20.00
	<hr/>
	\$40.00
(1% of \$40) × 43 (years of service)	17.20
	<hr/>
Total primary benefit	\$57.20
Benefit due his wife (½ of \$57.20)	28.60
	<hr/>
	\$85.80

2. A worker employed on covered work at an average monthly wage of \$50 for 15 years died after 1936. He left a widow and two children under 18 years of age. What is the maximum family benefit?

40% of \$50	\$20.00
(1% of \$20) × 15	3.00
	<hr/>
Total primary benefit	\$23.00
Benefit of widow (¾ of \$23)	17.25
Benefit for two children	23.00
	<hr/>
	\$40.25

^a Although his average monthly wage was \$325, wages only to the amount of \$250 a month are counted in determining the monthly benefit.

^b Since \$85 is the maximum benefit payable under any conditions, the monthly benefit would be \$85 and not \$85.80.

\$40.25 exceeds 80% of \$50 (\$40). Therefore, the maximum family benefit amounts to \$40.

Learning Exercises

1. A worker was employed on jobs covered by the Social Security Act for a period of 23 years after 1936. His average monthly wage amounted to \$210. He retired at age 65. Find the maximum monthly benefit to which he was entitled if his wife also was 65 years of age at that time. (\$66.42.)

2. A man worked at covered employment for a period of 31 years after 1936. His average monthly wage amounted to \$300. He retired at age 65. What is the maximum monthly benefit that he would be entitled to if his wife was 66 years old and he had one child aged 16? (\$85.)

3. A worker died after receiving an average monthly wage of \$125 for a continuous period of 12 years on covered employment after 1936. He left a widow and three children under the age of 18. Find the maximum total benefits to which his survivors would be entitled. (\$61.60.)

4. A man worked at covered employment for 30 years with wages of at least \$3,000 a year. At the time he reached age 65 and retired he was a widower with two children under the age of 18. Find the maximum family benefits to which he would be entitled. (\$85.)

5. A worker died after 20 years of coverage after 1936, with an average monthly wage of \$60. He left a widow and three children under age 18. What is the maximum family benefit? (\$48.)

Buy War Bonds and Stamps



1942—R.I.P.

THUS ENDS A YEAR that was bitter even before it was old, and now begins one that looks more encouraging.

Because this is the holiday season, the air is full of holiday phrases, some of them merry, some of them empty, and some of them ridiculous. Even the merry phrases are sometimes inadequate—for example, "Happy New Year" in a letter addressed to PFC John M. Smith, a soldier overseas. PFC Smith's new year was probably not very happy. Perhaps he did not even know that the old year had died and a new one begun; he may have been interested mainly in where to get a drink of water when his canteen was empty or how he could catch an hour's sleep without losing his share of the war.

Nevertheless, "Happy New Year" is the phrase we have always used, and we have no other that means quite so much. Therefore, "Happy New Year" is the phrase we shall use.

We are beset by slogans—Get in the Scrap, Sealed Lips Will Sink No Ships, You Help Someone You Know When You Give to the USO—and these are good slogans. But occasionally our eyes are affronted with a slogan like one recently used to advertise greeting cards: "Cheer Your Way to Victory!" That slogan is an insult to the intelligence. More to the point is one that we recently saw painted on the lunch pail of a girl defense worker: "We Won't Win Without Women Working."

This might be amended to "We Won't Win Without Everyone Working." Work, not cheering, will bring us victory.—D.M.J.

Typewriters for the Government

THE FOLLOWING STATEMENT from B. Frank Kyker, Chief of the Business Education Service, U. S. Office of Education, will be of interest to every school administrator having to do with typewriting equipment:

"The War Production Board, as well as this office, recognizes that every school should not necessarily release the same percentage of its typewriters. This is clearly indicated from the following quotation in a memorandum issued by William M. Harris, Chairman of the Office Machinery and Equipment Procurement Committee, to regional and district offices of the War Production Board:

"Do not insist on obtaining the same percentage of typewriters in every school. One school may be able to release a greater proportion of its typewriters than another school. In general, schools offering *only* office and clerical training will be able to sell few machines. Schools offering personal-use typewriting in the junior high schools, etc., will be able to release a greater proportion of their machines."

"In view of statements made in Dr. Studebaker's letter to chief state school officials and the instructions issued by the War Production Board to its regional and district offices, it is my opinion that a school is justified in retaining all its typewriters now used for instructional purposes *if* they are fully, efficiently, and exclusively used for the training of competent office workers, for the government's armed forces, war production industries, and/or essential local businesses."

Pure Fiction, of Course,
The Author Assures Us

The Finest Teacher I Ever Knew

ROBERT J. RYAN

Nightingale Junior High School, Los Angeles



HUMBERT VEILEHNS was the finest teacher I ever knew. He really loved to teach, but he died of a broken heart.

He had been a bricklayer for years; then folks stopped using bricks to build houses and buildings, so he became a teacher of bricklaying, because the school people hadn't found out yet that other people weren't using brick any more. He was a very good teacher, and in later years some of his pupils were to be found among the finest WPA bricklayers.

He was interested in more than just laying bricks. He wanted all of us to learn something in school; maybe he was different, that way. He went to university summer session to study English, because he felt that he would be able to help some of us with language, on the side.

One day four or five of us hid with him in the work room off the bricklaying shop to study grammar secretly. We were very quiet, for we knew there'd be trouble if the authorities discovered it. All of a sudden the door flew open and the principal, Mr. Bitteryears, rose from a stooping position, saying very deliberately, "Mr. Veilehns, are you using formalistic methods of instruction?"

Our teacher said yes, he guessed he was.

"Mr. Veilehns, do you have the proper credentials to teach English?"

No, he was afraid he hadn't.

"Boys," intoned Mr. Bitteryears, "I want you to forget all about this unfortunate affair. After all, Mr. Veilehns is new here and is trying his best to make good. He should never have used formalistic methods, especially to teach

a subject for which he is not qualified because he does not have the proper credentials. Sir, I hope this does not happen again!"

Mr. Veilehns said he was sure it wouldn't, and the principal left.

Shortly thereafter, one of the bigger pupils in the class, who had been making a nuisance of himself, was very insulting when Mr. Veilehns remonstrated with him.

Mr. Veilehns took him into his office. I know what happened there because I looked through the keyhole. I was the fastest boy in the class at that time.

Mr. Veilehns had the boy bend over and grab his ankles. Then he slapped the boy three times, but not in the face. He could do it swell, too, because his hands were so big from bricklaying. The boy said "ouch" one or twice and wept a little. Mr. Veilehns waited a minute or two, then put his arm around the boy's shoulders and talked to him very low. The boy sniveled for a while, then looked into Mr. Veilehns' face, and suddenly offered his hand. They shook hands. I had to get away from the door then, because they were coming out.

After that, the boy was the best one in the class. He really worked hard, and he wouldn't even let us fool around or make trouble.

Another day Mr. Bitteryears again came into the room and said, "Mr. Veilehns, I want to speak to you for a moment." They went with the boy into the workroom, and once again I was the fastest boy in the room.

The principal said, "Mr. Veilehns, what is this I hear about you using corporal punishment on one of your pupils?" His voice kept getting higher and higher.

Mr. Veilehns said he guessed it was true. Mr. Bitteryears was horrified. He said,

Reprinted by permission from *The Los Angeles School Journal*.

"What!! This sort of thing is not tolerated. It is quite out of fashion. You don't seem to realize what you have done to this boy's personality. We teach the whole child, not just part of him, Mr. Veilehns!"

Mr. Veilehns asked him if he meant that he should have hit the boy all over, instead of just where he did.

"Mr. Veilehns! You seem unable to grasp the meaning. I shall perform my duty in restoring this boy's self-confidence in erasing from his impressionable mind the humiliation suffered at your hands. My boy, I want you to forget everything that happened in this room that day."

The boy said he didn't mind what happened, at all; that he thought he deserved it and that Mr. Veilehns was the best teacher he had ever had.

Mr. Bitteryears was firm. He said, "My boy, I forbid you to remember that day. You are to act as though nothing has happened. You shall be transferred to another class where love and kindness, as well as the opportunity to express your individuality, will cause you to

mend your behavior. It will be much better for you that way. . . . We believe in moral, not physical persuasion, Mr. Veilehns!"

So the boy obeyed Mr. Bitteryears and went back to his former ways. After a while he transferred to a welfare center; a few months later he was moved from there to a place where they were more interested in his attendance than in his welfare. In fact, they would send out a posse if he were found to be not in attendance twenty-four hours a day. Mr. Veilehns felt very sad, for he had really liked the boy.

One day, while strolling, Mr. Veilehns was hit by a speeding car. The ambulance crew came and examined him. The intern said to a policeman, "He ain't got a chance."

Mr. Veilehns heard him and raised his head. "'Ain't'?" said he. "'Ain't'? Young man, you graduated just lately, didn't you?"

The intern said, why, yes, he had.

Mr. Veilehns gave a wan smile, knowingly turned his face to where the wall would have been in his bedroom, and departed. Some say he died of internal injuries. I say the only internal injury he had was a broken heart.

Incidental Factors of Success

CERTAIN FACTORS of success cannot be adequately described in factual career stories.

These factors include the willingness to labor faithfully—to sacrifice personal convenience and to work long hours for the good of the employing organization.

The factors include loyalty—a quality that means, in business, the ability to believe in the work and policies of the organization as though they were the personal policies and objectives of the employee himself, and the willingness and ability to give loyal support to superiors, once a policy is decided upon, even though such a policy does not in all respects conform to the ideas of the person who must take part in putting the policy into effect.

The factors include also a personality that expresses itself in neat and appropriate dress, in courtesy, in reasonableness, in co-operation, in good manners, and the like.

The importance of these incidental factors, of which little or nothing is said in most career stories, is very great in the matter of obtaining employment and advancement. Whether, once employed, one is advanced or not will depend not only upon his technical ability but also upon

his industry, his loyalty, and his personality.

All these factors can be cultivated and developed as an incident to work. If all the facts could be presented in the career stories, it would be found that in the outstanding successes these incidental factors have played fully as large a part in advancement as has the technical ability to perform the work required.—*The Pace Student, September, 1939.*

Schools "Too Soft"

AMERICAN EDUCATION has been "too soft" and has not developed the mental discipline needed in military and naval leadership, in the opinion of Lt. Col. Frederick E. Swanson, a speaker before a convention of the American Federation of Teachers.

"I should like to urge each of you and your students," Col. Swanson said, "to be good soldiers. Set a definite objective for each lesson or subject and make it difficult to attain. Then do not stop short of the objective, but try to go beyond it. In this manner, those of you in civil life can best supplement the efforts of those in uniform and lay the foundation for a better future which we all hope is not too far away."

The January Transcription Tests

Prepared by HELEN REYNOLDS, Ed.D., New York University, School of Education

TRANSCRIPTION TEST FOR THE JUNIOR CERTIFICATE

(Dictate at 80 words a minute)

**Instruc-
tions** Spell out unusual names in the addresses. Dictate the following addresses *before* starting to time the take. The letters are counted in 15-second dictation units of 20 words each.

Letter No. 1. Wright Aviation Corporation, Dayton, Ohio.

Letter No. 2. Johnson Office Supply Company, Dayton, Ohio.

**Letter
No. 1** Gentlemen: Conservation of office supplies will not win the war, of course, but conservation of these supplies / may contribute effectively to the war effort.

Just what is conservation as we use the term here and just / how can conservation of office supplies have any effect at all upon the war effort? As we see the / situation, conservation means intelligent selection of supplies, care in their use, and proper salvage (1) when they are no longer useful.

As you know, we have long been in the office-supply business. For this reason, we / are in an excellent position to help you undertake your conservation program. We are preparing a / series of letters to go to our interested friends, each of which will present important conservation facts / about some one item of office equipment or supply.

Would you like to receive this series of helpful letters? (2) Very truly yours,

**Letter
No. 2** Gentlemen: We shall appreciate very much indeed receiving the series of letters / that you are preparing. No one realizes more than we do the importance of a well-planned program of / conservation of office supplies.

We are looking forward to receiving your first letter. Very truly yours, / (240 standard words, including addresses)

Are You Using These Monthly Transcription Tests?

If you teach in a college or in a high school, day or evening, public or private, your pupils are eligible to take these tests and participate in the B. E. W. Transcription Service.

This means that they may send their transcripts through you to us for transcription achievement certificates—Junior, Senior, and Superior. When one of your pupils has earned a Senior certificate, he may wear a sterling silver Order of Business Efficiency (OBE) pin.

For more information, send a postal card at once to the B. E. W. Awards Department, 270 Madison Avenue, New York, N. Y.

TRANSCRIPTION TEST FOR THE SENIOR CERTIFICATE

(Dictate at 100 words a minute)

**Instruc-
tions** Spell out unusual names in the addresses. Dictate the following addresses *before* starting to time the take. These letters are counted in 15-second dictation units of 25 words each.

Letters No. 1 and 2. Wright Aviation Corporation, Dayton, Ohio.

Letter No. 3. Johnson Office Supply Company, Dayton, Ohio.

**Letter
No. 1** Gentlemen: This is the first of the series of letters on conservation of office supplies, in which you wrote us you were interested. / The subject of this letter is selection of typewriter ribbons.

What does intelligent selection of typewriter ribbons mean? The first / thing is to be sure that the ribbon purchased is made especially to fit the typewriter on which it is to be used. It is true that / typewriter ribbons for all typewriters come in a standard width. Each make of typewriter, however, has its own mechanism for winding (1) the ribbon back and forth from one spool to the other. The ribbon and the ribbon spool are part of this mechanism. If the wrong spools / are used, serious trouble may develop in the mechanism of the typewriter.

Care should be taken to purchase ribbons of / a quality suited to the typewritten work for which they are to be used. Medium-inked, black record ribbons are usually considered / most economical for general office use. Very truly yours,

**Letter
No. 2** Gentlemen: Conservation of typewriter ribbons is the subject (2) of our second letter. To insure long wear of typewriter ribbons, the ribbons should be turned over every two weeks. This distributes / the wear equally over the whole surface of the ribbon. Be careful not to twist the ribbon when it is turned. Have some one person in the / office responsible for performing this duty regularly.

Save the ribbon boxes, spools, and wrappings. Send them to us each week, and we / will see that they get in the scrap. Very truly yours,

**Letter
No. 3** Gentlemen: We are writing to tell you how much we appreciate the two letters we (3) have just received.

You understand, of course, that under present conditions we have all makes of typewriters represented in our offices. / For this reason, the problem of buying typewriter ribbons in proper quantities becomes a little more difficult.

Can someone in your / organization consult with our office manager in setting up an efficient buying plan? Very truly yours, *(400 standard words, including addresses)*

TRANSCRIPTION TEST FOR THE SUPERIOR CERTIFICATE

(Dictate at 120 words a minute)

**Instruc-
tions** Spell out unusual names in the addresses. Dictate the following addresses before starting to time the take. These letters are counted in 15-second dictation units of 30 words each.

Letters No. 1, 2 and 3. Wright Aviation Corporation, Dayton, Ohio.

**Letter
No. 1** Gentlemen: This third letter of the conservation series is concerned with the selection of carbon paper. At present, it is not unusual for nine copies of / a letter to be required, all of which must be typed at one time.

This situation makes it clear that care in the selection of the carbon and the paper to be used / in making those copies, as well as care in their use, is necessary. A thin carbon paper, well coated with carbon that does not rub off easily, is needed. Thin / paper is used for the copies also. When many copies are to be produced at one writing, a hard typewriter cylinder should be used.

If these points are observed, better (1) carbon copies will be obtained. Very truly yours,

**Letter
No. 2** Gentlemen: Just as important as the selection of carbon paper is the way the paper is inserted / into the typewriter.

Insert the carbon so that it does not quite reach the upper edge of the paper and projects a slight distance beyond the lower edge, and the carbons / can be more easily removed from the papers when the copies are completed.

When several sheets of paper and carbon are inserted / at one time, a piece of paper folded and placed across the top of the pages will prevent them from slipping or feeding into the typewriter unevenly. If carbon paper is (2) inserted unevenly, it will become creased. These creases soil the paper on which the copies are made. When that happens, the carbon can no longer be used. Very truly yours, /

**Letter
No. 3** Gentlemen: Care should be taken to obtain from the carbon paper the longest possible use. Here are some suggestions to make your carbon paper last longer.

In order / to distribute the wear on the carbon sheet, turn it around for each use, so that the top edge for one writing becomes the bottom edge for the next. Also, if the width / of the top margin is varied with each typing, the whole surface of the carbon paper will be evenly used.

When carbon paper is not in use, it should be placed flat (3) in a file folder to prevent damage. Very truly yours, *(400 standard words, including addresses)*

Teachers Have Asked Me

IROL V. WHITMORE

TEACHERS have asked me, "Do you believe you can develop in a classroom a knowledge of correct office behavior?"

Yes, but not an effective one if learning is restricted to reading general books on personality. Such books help, of course, but what students seem to need is the opportunity to think through and discuss specific situations commonly found in business offices in which such traits as tact, co-operation, and consideration need to be applied to insure harmonious relations.

We discuss personal qualities needed in employer-employee relationships and in customer-company relationships, but all too frequently we do little with relationships between employees. Petty distractions and small annoyances can be the source of much irritation and frequently call for exercising more than one personal quality in meeting the situation successfully.

It seems that there would be some advantage in giving the students the opportunity to think through a number of actual office problems involving personal habits. These situations could be drawn from the teacher's own experience, from her friends who work or have worked in offices, from former students who have taken office positions, and from the stenographers in the community. For example, if practice were to be given in solving problems involving petty distractions, the following situations might be illustrative of frequent problems of that nature arising in an office.

Situation 1. If the girl at the next desk sings or whistles audibly as she works, interfering with your most tedious work, should you (a) ask her to save her voice for her singing lesson; (b) develop your own power of concentration and ignore her; (c) ask her if she minds waiting until you finish the tedious work; (d) glare at her until she is quiet?

Situation 2. The new stenographer comes to work the first day chewing gum noticeably. You know that it is her supervisor's "pet peeve." Should you (a) pleasantly ask her to drop it in your wastebasket; (b) tell her that

she is making a mistake to chew gum in the office; (c) ignore the situation; (d) wait until you know her better to make suggestions?

Situation 3. Since your new fountain pen is the best in the office, someone is constantly borrowing it. To protect your pen and still keep your friends, should you (a) leave your good pen at home until the borrowing habit is broken; (b) buy a cheap pen for lending and say that you are sorry you are using the other one; (c) say that the pen is being ruined by so many users and that you do not care to lend it?

The teaching of office behavior will become more practical in nature if the teacher gives the students the opportunity to think through as many such situations as possible and develops the idea that the employee who studies unpleasant situations objectively can usually find a satisfactory solution.

Should training in the use of a dictionary be given in the secretarial training curriculum?

Yes, if it has not been given in English courses. A dictionary is the most common reference book in an office—sometimes the only one. Its uses are varied and important. To illustrate, here are some questions frequently met by stenographers:

Is the correct spelling "percent" or "per cent"?

When should the words "per cent" and when should the word "percentage" be used?

Should the word "stenographer" be divided at the end of the line to read "steno-grapher" or "stenog-rapher"?

Is the word spelled "non-vocational" or "nonvocational"?

Is "two thirds" or "two-thirds" correct for the noun form?

Do you write "set-up" or "setup"?

Which form is preferable, "f.o.b." or "F.O.B."?

When is "worth while" hyphenated?

Is it "good will" or "goodwill"?

What is the difference between "therefor" and "therefore"?

Should "Mimeograph" always be capitalized?

Recently I was in an office in which four of the five girls employed could not read diacritical markings. Those girls were unable to pronounce a word after they found it in the dictionary. Some of those girls did not know that a word might be found in some place other than in the usual alphabetic listing. For example, if one of them did not find "non-vocational" where she thought it should be, she did not know that frequently such words can be found under a description of the prefix itself, in this case "non." She did not know that the spelling of a word might be determined through looking up a similar word in the dictionary. For instance, if she did not know whether to hyphenate "two thirds" and it was not given in the regular alphabetic listing, she did not look for some other fraction, such as "three fourths."

As a dictator, I expect my secretary to be able to read diacritical markings, to find the

different shades of meaning in a group of synonyms, to select preferred spellings or pronunciations, to determine the correct division of the word at the end of a line, to recognize obsolete meanings and colloquial expressions, and to be able to think of more than one place in a dictionary for such purposes as checking the correctness of an abbreviation. In short, I expect my secretary to consult the dictionary voluntarily when a question arises instead of relying on guesswork or asking me.

In the classroom, I consider the teaching of the use of the dictionary an important part of my work. In transcription, I insist that the students look up spelling and hyphenation for themselves. There is a great tendency to tell a student the answer to his question when you can do so in a few seconds, but if the student is not taught to use the dictionary in school, he will not be as efficient a secretary as he should be.

Key to the Problems on Page 273

Problem 1

a. Rationing of coffee is necessary in order to have an equitable distribution of existing supplies and to assure sufficient supplies for the armed forces. The shortage is caused by a lack of shipping space for coffee imports.

- b. 10.4 pounds.
- c. 16.8%.

Problem 2

a. In order to keep our armed forces adequately supplied and to send some supplies to our allies.

- b. 27.1%, 72.9%.

Problem 3

a. To lighten the "squeeze" on wholesale and retail distributors; that is, to adjust prices to a more equitable level.

- b. 6 $\frac{2}{3}$ %.

c. The consumer will have to pay more, thus increasing the cost of living.

Problem 4

a. Excess of U. S. Ration

Great Britain	9 ounces
Germany	27.5 ounces
Italy	33 ounces
Russian cities	31.2 ounces

- b. 471 $\frac{3}{7}$ %.

Problem 5

a. A man's wages will buy as much as the purchasing power of the dollar will permit. An increase in prices will decrease the purchasing power of the wage dollar and thus increase the cost of living.

- b. 80 $\frac{1}{2}$ cents.

Problem 6

- a. 3 $\frac{1}{2}$ cents.

- b. 33 $\frac{1}{3}$ % of selling price; 50% of cost.

Problem 7

a. To raise funds to finance the war and to help prevent inflation.

- b. 66 $\frac{2}{3}$ %.
- c. $\frac{1}{2}$ cent.

Problem 8

a. To help finance the war and prevent inflation.

- b. 65 cents.
- c. 25 cents.
- d. \$21.60.

Problem 9

- a. \$125.42.

- b. Answer depends on butcher's prices.

Problem 10

a. To help finance the war and prevent inflation.

- b. \$6.25.
- c. 33 $\frac{1}{3}$ %.

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Indiana: Mrs. Lucille Springer, Evansville College, Evansville.

Kentucky: Hollis P. Guy, University of Kentucky, Lexington.

Michigan: Leslie J. Whale, Detroit High School of Commerce, Detroit.

Ohio: Miss Nellie Ogle, Bowling Green State College, Bowling Green.

Tennessee: G. H. Parker, The University of Tennessee, Knoxville.

Wisconsin: Erwin M. Keithley, South Division High School, Milwaukee.

MIDWESTERN DIVISION

Division Director: Miss Dorothy Travis, Central High School, Grand Forks, North Dakota.

Iowa: Miss Ruth Griffith, 374 Twenty-first Street, S. E., Cedar Rapids.

Kansas: A. Palmer Snodgrass, Shawnee Mission High School, Merriam.

Minnesota: Miss Dorothy Nash, Washburn High School, Minneapolis.

Missouri: Douglas Linville, LaFayette High School, St. Joseph.

Nebraska: Herman Baehr, Wayne City Schools, Wayne.

North Dakota: Miss Lola Carpenter, State Teachers College, Dickinson.

South Dakota: Lowell A. Decker, University of South Dakota, Vermillion.

WESTERN DIVISION

Division Director: Louis H. Sortais, Monterey High School, Monterey, California.

Arizona: C. J. Newnam, Phoenix Junior College, Phoenix.

California: Pending.

Colorado: Harold D. Fasnacht, Colorado Woman's College, Denver.

Idaho: Open.

Montana: Mrs. Helen E. Fechter, Helena High School, Helena.

Nevada: Open.

Oregon: F. N. Haroun, 3442 S. E. Morrison Street, Portland.

Utah: Evan M. Croft, Brigham Young University, Provo.

Washington: Lewis R. Toll, The State College of Washington, Pullman.

Wyoming: J. F. Williams, Laramie High School, Laramie.

OTHERS

Canal Zone: Miss Mary E. Butler, Box 235, Balboa, Canal Zone.

Puerto Rico: Mrs. Antonia F. Barkell, Business Education Service, Insular Board for Vocational Education, San Juan, Puerto Rico.

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This department brings you suggestions regarding equipment and supplies, club programs, and bulletin-board displays

25 The Clear Print fingerprint pad and ink will interest you if you fingerprint your students. These products eliminate the use of glass plate, roller, benzine, and cleaning cloths. Ink does not dry on the pad, but prints dry immediately on the record card and can be handled without smearing. Prints are waterproof and never fade. The pad can be used for hundreds of prints before being re-inked. The ink is not sticky and is easily removed from the fingers.

26 U-Need-Me is a versatile desk-top aid to the busy secretary. It is made of high-grade abrasive. While its primary use is to clean the edges of soiled erasers and to serve as a sharpening tool for pencil points, it also hones office knives, takes ink off fingers, shapes fingernails, and serves as a paperweight. It can be washed.

27 Swif-Dex cards have been introduced by Commercial Visible Systems. Single cards may be interlocked with others to form a group. This feature permits an entire group

A. A. Bowle

January, 1943

The Business Education World

270 Madison Avenue, New York, N. Y.

Please send me, without obligation, further information about the products circled below:

25, 26, 27, 28, 29, 30, 31

Name

Address

of cards to be drawn out of a vertical file with the top margin of each easily visible.

28 The use of Lumi-Tone phosphorescent paint for outlining stairways and other passageways will help prevent accidents during blackouts. The manufacturer, General Luminescent Corporation, offers three preparations: Lumi-Tone itself, which is used on all surfaces except metal; a primer coating for undercoating, essential for metal surfaces; and Protexall, for use on surfaces exposed to outdoor weather.

29 Chexsigno, which writes checks five times faster than a person can, accommodates checks of any form, size, and signature position. It has removable signature dies and an unusual locking device. According to its manufacturer, the serrated signature produced by this device is highly satisfactory to banks and bonding companies.

30 Ver/Tabs file hooks keep files in order, make them usable for quick reference, conserve drawer space, and prevent folders from sagging down in a file drawer. They



are made to be attached to the sides of the folder. Because the hooks cannot slip, folders will remain open like a book. The hooks eliminate the use of follower blocks and are particularly designed for "tickler" files.

31 The blackout bulbs that Wabash Appliance Corporation is now selling are lined with silver reflectors that hide all filament glare and project the light downward. They make a soft beam of blue light. Light leaks are prevented by a black silicate coating on the outside, which covers the bulb up to the lighting end.

We're All in It



A BULLETIN BOARD like the one pictured here, which ties the heroic efforts made by men in our armed forces to civilian war activities, such as bond buying and conservation, may be used effectively by schools.

On the school's roll of honor, suggests the originator of this idea, William S. Medine, of Abraham Lincoln High School, Brooklyn, New York, should be posted photographs of graduates who are serving in the armed forces. Accompanying each picture should be a short description of the graduate, which includes his name, class, activities while at school, rank in the service, and present location so that his friends may write to him.

Other tying-in posters might describe war activities in which the school and its pupils are already engaged, and extracurricular events and courses available to pupils who want to participate in war-winning efforts.

"Walking Through the Alphabet"

LET ME TELL YOU about a Government filing department," Miss N. Mae Sawyer, Director of the American Institute of Filing, Buffalo, New York, writes in a letter describing her recent visit to a Washington office.

"Because the papers in this file are strictly confidential," she continues, "I had better not tell you just where it was. I had no opportunity to see what was filed in it. I could only view its extent and learn how it is arranged.

"In this department there are 862 four-drawer legal size filing cabinets, a total of 3,448 drawers of material. It is a decimal subject file, but you will be interested to know that only twenty-three of these four-drawer filing units, or ninety-two drawers, are arranged strictly by subject. Of the other 839 units, or 3,356 drawers, 660 units, or 2,640 drawers, are arranged in strict alphabetic order, and 179 units, or 716 drawers, are arranged geographically.

"Each piece of paper in the alphabetically arranged drawers is coded 201, but, because of the quantity of papers coded this same number, an alphabetic arrangement is necessary. As Miss Odell, our Washington analyst, and I started to walk down the long aisle, with filing cabinets to the left of us, and filing cabinets to the right

of us, all with papers arranged alphabetically, she said she called it 'walking through the alphabet.' And, literally, that is what we were doing. It took us some time, and we walked only from 'F' to 'Z'!

"Each piece in the 179 units, or 716 drawers, arranged geographically, is coded 158. Inside this number, papers are arranged first alphabetically by state, then alphabetically by city, then alphabetically by correspondent, such as Boston Port of Embarkation, Rome Air Port, Camp Meade, Fort Knox, Field Hospitals, because reference to these papers is by subject and location."

N.A.B.T.T.I. to Meet

THE NATIONAL ASSOCIATION OF BUSINESS TEACHER-TRAINING INSTITUTIONS plans to hold its annual meeting in St. Louis on February 26 and 27. These dates coincide with those chosen for the meeting of the American Association of Teachers Colleges. The N.A.B.T.T.I. meetings will consist of morning and evening sessions on both days and a luncheon meeting on Saturday, February 27. Dr. Paul O. Selby, State Teachers College, Kirksville, Missouri, is president of the Association.

The Lamp of Experience

HARRIET P. BANKER, Editor

IN TEACHING BUSINESS-LETTER WRITING, I have found the two projects described here especially valuable, because they stimulate the students to read business letters carefully and judge them critically.

As part of a regular assignment, I ask my students to write letters on departmental business matters. I give them the subject matter and sometimes a suggestion or two about how to write the letter.

We begin with simple letters, such as a request to an office-machine manufacturer for a new instruction book. As I tell the students that the best letter will be mailed, they all do their best and show keen interest.

The finished letters are turned over to a student committee, appointed by the students themselves. The committee selects from three to five letters that the members consider the best and reports at the next meeting of the class. These letters are read aloud, and the class selects by vote the letter to be mailed. I always do the reading, to insure uniformity.

All letters selected by the committee receive a grade of A. The other letters are graded in the usual manner. There may be a few times when a letter chosen by the committee does not rate an A, but this is a rare occurrence. On the whole, the judgment of the students, both in committee and in class voting, is remarkably good.

We keep a list of the students who have acted on the committees, so that each one may have an opportunity to help with the judging.

The students report that reading many letters, all written for a particular purpose, permits them to compare style, word choice, methods of attack, openings, and closings in a way that would not be possible if we read many letters concerned with different problems.

In carrying out the second project, I instruct the students to collect a minimum of twenty or twenty-five varied business letters. They are not told the exact use to be made of these.

Several weeks later, I make a detailed assignment. By this time, we have covered several kinds of business letters in class and have referred to still other kinds that the pupils will study later. I ask the students to classify their letters according to a list that the class works out in group discussion and to select both the best letter in each classification and the best letter in the entire collection.

Having made this selection, each student writes a letter that states fully his reasons for his selection.

Writing these letters is in itself good practice. My pupils study the letters they collect with great care and give careful consideration to makeup, style, structure, and diction.

Although these two devices were designed to achieve the same end, the methods are opposite. In both cases, the students read with care a great many business letters. In the first case, they read a group of letters all written about the same subject. In the second, they read a wide variety of letters.

The two devices, used with the same group of students during a single semester, complement each other and encourage the students to recognize well-written business letters. Students who have formed standards by which to check their work are much more likely to write good business letters than those who have not. —*Marjorie Fitch, Moravian College for Women, Bethlehem, Pennsylvania.*

Teaching the Legal Section In Typewriting

IN TEACHING THE LEGAL SECTION of the typewriting text, I have found that I can save considerable time by providing my students with references that they can use for finding directions and definitions of the terms used.

I dictate brief notes, which the students type directly from dictation. These notes contain suggestions about margins, spacing, numbers, headings, and the kind of paper to be used. After correcting the typewritten notes—which, by the way, constitute a worth-while typing exercise—I return them to the students to be kept in a convenient folder and referred to when necessary.

When the students have completed some of the lessons on legal typing, I write on the blackboard the words listed here and use them as a test, without giving any advance

notice. The pupils are permitted to consult a dictionary, but must mark dictionary definitions with an asterisk. The asterisk refers to a footnote, "Found in the dictionary," which, as a part of the exercise, must be typed in its proper place.

The terms placed on the board are: proxy, residue, jurisdiction, defendant, plaintiff, testament, L.S., revoke, testator, died intestate, bequeath, power of attorney, dower, executive, executrix, codicil, re.

Other legal terms could be used, of course. The objectives of this short test are:

1. To test the memory.
2. To test the attention given when meanings have been discussed in class.
3. To test for alphabetical arrangement, as the terms are to be typed alphabetically.
4. To ascertain how well the students understand the use of the asterisk and the footnote.
5. To obtain a satisfactory arrangement for this kind of exercise, as student suggestions were solicited.—*Gertrude E. Niles, Montclair, New Jersey.*

Right and Left Motion Visualized

WHEN MY STUDENTS have trouble in distinguishing between right and left motion, I set a paper pie plate in the chalk trough of the blackboard. One side of this plate bears the words "Left turn"; the other side, the words "Right turn."

So that my students will visualize the left motion, I set the plate in the trough so that the side labeled "Left turn" will be toward the class and then roll the plate toward the left. So that they will visualize the right motion, I turn the side labeled "Right turn" toward the class and roll the plate toward the right.—*B. Borgen, North Newton, Kansas.*

From Private to General

THE STUDENTS in the beginning typewriting classes thoroughly enjoyed striving for accuracy according to the promotion plan described here.

I prepared a chart on which the names of the students were listed at the extreme left. The chart was then ruled in columns and the columns headed with all the ranks in the Army, from private to general.

In order to attain promotion from one rank

to the rank next above, the following standards must be met:

Each typing exercise was valued at 100 points; each technique exercise, at 150 points. Ten points were deducted for each error. When a student has accumulated 1,000 points, a promotion of rank is granted.

Incidentally, the papers are also graded on a letter basis. The teacher keeps a record of the letter grades and of the points made.—*Mary Margaret Ogden, Ramsey Community High School, Ramsey, Illinois.*

Choral Reading in Shorthand

WHEN "CHORAL READING" is the order of the day, we begin reading aloud very softly, for appreciation—usually the best students will lead the class. It is important to go slowly so that everyone can keep up, but "John-saw-the-dog-did-the-dog-see-John" reading is not permitted; the text must be read meaningfully.

When the first paragraph sign is reached, the choral reading stops; and each student rereads the paragraph silently, using the key if necessary. This step should not take more than a minute; usually thirty seconds is enough.

Then, the class begins to read again from the beginning and continues to read until the second paragraph sign is reached. At this point, the reading stops; and each student silently reviews the last paragraph read.

When enough time has been allowed for about three-fourths of the class to finish this silent reading, the class again reads aloud, beginning with the second paragraph and reading through the third paragraph. Then the students read the third paragraph silently. The procedure is repeated as many times as the time allotted to choral reading permits.

I like to use this reading plan for ten minutes at the end of a period, but not oftener than once a week. My experience with the drill has been that it encourages the timid students to co-operative practice; gives training in meaningful reading; goes over the same material three times within the space of two minutes. The first reading teaches the outlines; the silent reading gives the student a chance to test his individual learning; the third reading (choral) automatically corrects any errors made in the silent drill.—*Nell Booth, Lander College, Greenwood, South Carolina.*

School News and Personal Items

THIRD OFFICER KATHERINE R. GOODWIN, who was a member of the first officer-training class of the WAAC, has been appointed WAAC Service Command Director of the First Service Command, Boston. She has charge of all personnel matters pertaining to assignment, transfer, promotion, rating, discipline, enrollment, and discharge of members of the WAAC in that district. Third



Officer Goodwin formerly taught office practice at Weaver High School, Hartford, Connecticut. Her rank is equivalent to that of Second Lieutenant. She writes that there are at least seventeen commercial job classifications in the WAAC, and many opportunities for women with a fine commercial education.

DR. MAYE HYLTON, who has been a member of the faculty of the School of Commerce, New York University, has been granted a leave of absence and will be engaged in in-service training for stenographers and typists employed by the War Department. She is attached to the Office of the Chief of Transportation, Services of Supply.

After completing the organization of refresher and induction classes in shorthand and typewriting for civilian employees of the Transportation Corps in Washington, Dr. Hylton will establish similar classes at the various ports of embarkation, starting with New York City, and proceeding from there to New Orleans, San Francisco, and Seattle.

Dr. Harry Johnstone is Chief of the Training Section to which Dr. Hylton has been assigned.

MISS MARGUERITE GRIFFIN has joined the staff of New York University School of Commerce as an instructor in the Department of Secretarial Studies. Miss Griffin holds degrees from St. Joseph's College for Women, Brooklyn, and Columbia University. She has also studied at the Katharine Gibbs School.

Before she received this appointment, Miss

Griffin taught at Webster's Secretarial School, Jersey City, New Jersey, and was head of the Secretarial Studies Department at St. Elizabeth's College, Convent Station, New Jersey.

JULIUS NELSON, who has been in Government service in Washington, D. C., since resigning his teaching position in Windber, Pennsylvania, has been appointed to the faculties of the Garrison Junior High School, Baltimore, and Baltimore City College.

Mr. Nelson is the author of a widely used book on ornamental typing, and is the founder of the National Arttyping Contest.

C. W. RHODES, formerly president of Rhodes Business College, Stuttgart, Arkansas, has been appointed head of the Commerce Department at Snead College, Boaz, Alabama. Mr. Rhodes taught for eight years at Centenary College in Shreveport, Louisiana, and was the founder and owner of business schools in Huntsville and Decatur, Alabama. He was twice president of the North Louisiana Teachers' Association and has been an officer in the National Commercial Teachers' Federation. Mr. Rhodes has a diploma from Gregg College, and he attended the College of Commerce at Bowling Green Business University.

E. R. BROWNING, head of the Department of Business Education at East Carolina Teachers College, Greenville, North Carolina, since 1936, received the degree of Doctor of Education from the Colorado State College of Education at the close of the summer term. He is a graduate of Bowling Green (Kentucky) College of Commerce and Marshall College, Huntington, West Virginia, and received the M.A. from Duke University, Durham, North Carolina.

Dr. Browning served as principal of various schools in West Virginia before joining the faculty at Greenville. Several surveys that he has made concerning problems in business education are to be published in bulletin form by East Carolina Teachers College.

PAUL VESPA, formerly commercial teacher and football coach at Point Pleasant (New Jersey) High School, has been appointed assistant pro-

fessor of business administration at The Citadel Military College, Charleston, South Carolina, with the military rank of second lieutenant

Lt. Vespa, a graduate of Syracuse University, received the M.A. degree from Columbia University and has taught in the Cliffside Park and Spencer High Schools in New Jersey. He has also had several years of experience in newspaper work.

EDWARD L. COOPER has received the Ph.D. degree from the Graduate School, Northwestern University, Evanston, Illinois. He is a critic supervisor of practice teaching in the Milne High School, which is connected with New York State College for Teachers, Albany.

Prior to his appointment to the faculty of the Milne High School, a year ago, Dr. Cooper was an instructor in the Commerce Department of the College. He is a graduate of State Teachers College, Whitewater, Wisconsin, and received his M.A. from the State University of Iowa, in Iowa City.



DR. LAURA A. WURTZEL has been appointed to the faculty of Anderson (Indiana) College as chairman of the Department of Business Education. She received her Ph.D. degree from the University of Nebraska last May.

Dr. Wurtzel was formerly director of the Secretarial Science Department of State Teachers College, Minot, North Dakota, and later dean of the College of Education at Ferris Institute, Big Rapids, Michigan.

ARTHUR S. PATRICK, formerly head of the Commercial Department at the Freeport (Illinois) High School, has joined the faculty of the University of Maryland, College Park, as an assistant professor in the College of Business and Public Administration. Mr. Patrick is a graduate of State Teachers College, Whitewater, Wisconsin, and received the M.A. degree from the University of Iowa. He has taught for ten years in the high schools of Illinois and Wisconsin.

E. O. FENTON, director of the American Institute of Business, Des Moines, Iowa, has been elected president of the Des Moines Kiwanis Club for 1943. The club is made up of

175 business and professional men and is the largest group of its kind in the Nebraska-Iowa district.

CHARLES E. BOYER, formerly an instructor in the Commercial Department of Central High School, Johnstown, Pennsylvania, has been elected acting principal of the school. He succeeds Walter Davis, who is now serving as superintendent of schools during the illness of Dr. J. Ernest Wagner.

Mr. Boyer taught in the Saline Township High School, Ohio, and was principal of that school for six years. His M.A. is from Ohio State University, and he has done graduate work at the University of Pittsburgh.

HARRY H. HATCHER has been appointed assistant principal of Mishawaka (Indiana) High School, where he will continue to serve also as head of the Commercial Department. He is a graduate of Manchester College, in Indiana, and holds the M.A. degree from Columbia University, New York City.

Mr. Hatcher has taught in Mishawaka High School since 1927 and has been head of the Commercial Department since 1936. He is a former president of the Indiana Business Teachers Conference.

PAUL L. SALSGIVER, professor of commercial education in the School of Education, Boston University, was commissioned as a captain in the Army of the United States in December and has been assigned to the Editorial Division of the Adjutant General's School at Fort Washington, Maryland. He will assist other officers in charge of the Army's preinduction clerical training program.

Capt. Salsgiver is a former president of the N.A.B.T.T.I., and in 1942 was yearbook editor for the E.C.T.A. and first vice-president of the New England High School Commercial Teachers Association.

ROY W. POE, sales representative for the Gregg Publishing Company in Oklahoma and Arkansas, has been granted a leave of absence for the duration of the war in order to teach military correspondence at Murray College, Oklahoma.

Before joining the Gregg sales staff, Mr. Poe was an instructor at Oklahoma A. and M. College, from which he holds two degrees. He was formerly head of two commercial departments—in the Bristow (Oklahoma) High School and Junior College and the Stillwater (Oklahoma) City Schools. He is a member of Delta Pi Epsilon.

R. H. CARDER, formerly head of the Business Department of West Virginia Wesleyan College, has joined the faculty of the West Virginia Institute of Technology, Montgomery, as associate professor of business.

MAYNARD A. PECK has accepted the position of head of the Department of Commerce at Ottawa (Kansas) University, where he will also serve as professor of commerce. Mr. Peck formerly taught at Hutchinson (Kansas) Junior College. He was city superintendent of schools in Marshall County, Kansas, for two years, and taught in high schools in Pratt and Alden, Kansas.

DR. HOWARD I. DILLINGHAM has been appointed Dean of Rider College, Trenton, New Jersey. Dr. Dillingham formerly served as Academic Dean of the College. A. JAMES EBY has been promoted from associate professor of finance to professor, and THOMAS LEYDEN has joined the faculty of the College as professor of accounting and director of athletics.

Other appointments at Rider College are those of DR. GEORGE KNIGHT as an instructor in economics and MARIE ENGBARTH as an instructor in office machines. MARIAN SIMONSON has joined the staff of the medical secretarial practice department of the College.

RAY FARMER, formerly superintendent of schools of Hot Springs, Montana, has joined the faculty of Fairleigh Dickinson Junior College, Rutherford, New Jersey. He will head the Business Department of the school. Mr. Farmer has also taught in Vermont and Montana.

MISS PAULINE BLOOMQUIST, formerly instructor in secretarial studies at Fenn College, Cleveland, Ohio, has been promoted to assistant professor and chairman of the Department of Secretarial Studies at that College. Other faculty promotions are those of PROFESSOR URBAN F. VON ROSEN who has been named chairman of the Department of Accounting, and PROFESSOR A. O. BERGER, who is now chairman of the Department of Economics.

REFRESHER AS WELL AS beginning classes in shorthand and typing for adults are offered in the Mt. Vernon (Indiana) High School, where the typing room is open (and busy) for almost twelve hours a day.

Miss Geraldine Relander, head of the de-

partment, teacher four night classes and five classes each day. She also supervises typing done for teachers and outside typing for the Red Cross and Civilian Defense. Miss Orpha Short, who assists with the night classes, is not only a commercial teacher but also school librarian.

Miss Relander and Miss Short gave individual instruction, since the needs and previous training of the students are varied. The courses last ten weeks and train much-needed workers for one of the largest defense areas in Indiana.

MISS ISABELLE E. O'NEIL, head of the Commercial Department at B.M.C. Durfee High School, Fall River, Massachusetts, was one of the victims of the disastrous Cocoanut Grove fire in Boston. With her brother and sister-in-law, both of whom also perished, Miss O'Neil was preparing to leave the night club when the fire and the resulting panic broke out.

Miss O'Neil was born in Fall River, was graduated from Durfee High School, Bryant Stratton College, and Salem Teachers College. Her mother, three sisters, and a host of friends among teachers and students mourn her untimely death.

DR. JAMES A. JOHNSTON, formerly a member of the engineering faculty at Yale, died recently after a short illness. He held a reserve commission as first lieutenant and was doing important work in war construction.

Mrs. Johnston, the former Helen McCormick, was a member of the faculty of the University of Tulsa at the time of her marriage to Dr. Johnston. She has contributed to the BUSINESS EDUCATION WORLD, is the author of an assembly program published in pamphlet form, and is a member of the research committee of Delta Pi Epsilon.

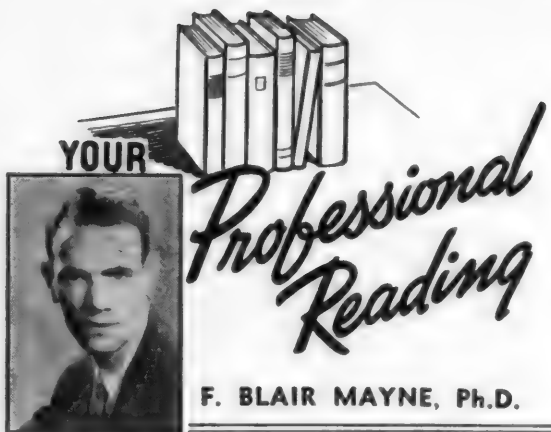
ISAAC M. WALKER, president of the Behnke-Walker Business College, Portland, Oregon, and for many years a prominent business educator, died on October 18, while on one of his customary walking trips on Mount Hood.

Mr. Walker was a graduate of the State Normal School of Kansas City and of the University of Kansas. He taught mathematics at Mount Morris College near Chicago. Forty years ago he joined with H. W. Bhenke in founding the Behnke-Walker Business College, and later, as sole proprietor, he moved the school into his own building.

Mr. Walker is survived by his wife, a son, a brother, and a sister.

B. E. W. Spelling Demons

absence	beginning	debt	issue	poultry
absolutely	believing	decide	janitor	practical
abutting	benefit	decision	journey	practice
accept	bidding	defendants	judgment	prayer
accidentally	birth	deferred	justifiable	precedents
accommodation	boring	delegate	justification	precious
accustom	breakfast	deliberately	kimono	preliminary
achievement	budget	deputy	kindergarten	premium
acknowledge	building	desiccate	knickknack	preparation
acquaintance	bureaus	develop	languages	presidency
acquisition	burglaries	dictionary	lawyer	pressure
actual	business	difficulty	leaving	principal
additional	button	dirigible	legacy	privilege
adjournment	cafeteria	disappear	legend	probably
adjustment	campaign	disappoint	legitimate	proceed
administer	candidacy	entitle	level	professional
administrative	candidate	equal	liberal	prohibitory
advantage	capitol	equally	library	promenade
affectionately	career	especially	limb	reign
affirmative	carriage	estimate	linen	reliability
aggregate	catastrophe	evidence	liquefy	relief
agitation	caucus	excavation	location	religious
agreement	cavalry	excitement	luncheon	repellent
allege	cemetery	exclusively	machinery	require
ambulance	centuries	exhibition	magazine	respectfully
amendment	chancellor	existence	magnificent	responsible
animal	character	expedition	maintain	restaurant
annual	characteristic	extravagant	majority	reunion
anticipate	charity	facilities	making	rheumatism
antique	choir	favorable	necessary	romance
anxious	cholera	favorite	negative	routine
apparatus	circular	February	nervousness	sacrilegious
apparently	circumstance	feminine	notoriety	salaries
appeal	citizen	finally	notoriously	sanitary
appetite	colonel	finance	novelty	saving
appreciate	colonies	financial	nucleus	scene
appropriate	color	foreign	obstacles	schedule
appropriation	commissioners	fortunate	obtainable	scrutinizing
architecture	committee	franchise	occasion	seamstress
argument	competitive	fraternal	occupy	seance
arrangement	competitors	increasing	occurred	secretary
arrival	concern	indebted	occurrence	sectional
aspirants	conference	independence	official	securing
assassination	confident	independent	omit	structure
assignment	congested	indicate	opponents	subsidy
assistance	congratulations	individual	opportunity	successor
associate	congressional	industrial	opposite	sufficient
assured	conqueror	inhabitant	ordinary	suffrage
athletic	consequence	injunction	original	suggest
attorney	consideration	innuendo	originate	summoning
authority	consist	inquire	ought	superintendent
automobile	creditor	install	package	supersede
available	criminal	instance	pageant	surgeon
avalanche	criticism	insurance	pamphlet	suspicious
average	cubic	insure	politician	sympathize
aviator	current	interior	politics	tableaux
baggage	customary	interlocutory	pollen	tailor
banana	cylinder	interrupt	portière	taking
banquet	damage	investigation	portion	tariff
basement	dangerous	invitation	possession	taxation
battalion	dealer	island	possibility	telephone



Education for Democratic Survival

WALTER E. MYER and Clay Coss, Civic Education Service, Washington, D. C., 1942, 264 pages, \$1.50.

From all directions have come demands that education adjust its program to the war emergency. No longer may we have "education as usual." Seldom, however, have there been specific suggestions as to what education should do.

This book proposes a plan for schools—particularly high schools and colleges—that the authors feel will contribute much to meeting war and peace problems intelligently.

"If democracy is to survive," the authors explain, "the political education of the masses must proceed step by step with mechanical and military advances."

Education during the war emergency should be centered around war problems. But the adjustment of the schools to these problems so far has been chiefly through extracurricular activities.

In the proposed plan, two periods a day are used for what the authors call "political preparedness." One of the periods is devoted to a study of war and reconstruction problems; the other to a course in current history.

The number of class periods used for English, history, foreign languages, and mathematics is to be reduced in order to provide the time for these new courses.

The authors say that the book "is not an abstract educational treatise, but an argument—an appeal for action." This appeal is made, however, on an intellectual rather than an emotional basis, and the arguments are reasonable and practical. Although the recommended plan may seem drastic, it is not nearly so radical as some proposals made recently by Government officials concerning curricular changes that education must make.

My Personality Growth Book

For Junior and Senior High Schools, Colleges, and Adult Groups, William A. McCall and John P. Herring, Bureau of Publications, Teachers College, Columbia University, New York, 1941, 8 pages. Examination copy, 30 cents.

This book consists of a scale with which to rate personality traits, such as personal appearance, popularity, self-confidence, happiness, friendliness, conversational ability, responsibility, and democratic attitude. The reader may rate himself or be rated by others.

The Elements of Research

Frederick Lamson Whitney, Prentice-Hall, Inc., 1942, 497 pages, \$3.75.

In the introduction, the editor truly describes this book when he says that it "has dealt adequately with the whole field of research in education."

After discussing research traits and abilities, the author considers the problem of selecting, defining, and evaluating his subject—the elements of research. He advocates repeating researches that have already been made.

(Possibly he and others in charge of graduate researches could go one step further by directing the selection of research topics so that the many small studies, when completed, could be co-ordinated and combined into one large study.)

An appraisal of previous research, an agendum of procedures, a collection of evidence, and evaluations of descriptive, historical, and experimental methods of research follow. Other sections are devoted to philosophical, prognostic, sociological, and creative research.

The author has more sympathy for philosophical research and a broader interpretation of it than have many specialists in this field.

"Philosophy," he thinks, "is a level of reasoning where research takes place, above the smaller generalizations of science. It cannot be thought of as a basic method. It employs any creditable method or type of research possible in terms of the conditions of the project set up."

Mr. Whitney emphasizes the value of research in curriculum-making by giving a long chapter to it. In two other chapters he discusses statistical measures and research reports.

Wartime Readjustments in Business Education

Fall issue of *Tri-State Business Educator*, J. K. Stoner, Editor. Tri-State Commercial Education Association, Pittsburgh, Pennsylvania. 60 pages.

The title of the fall issue of this magazine is its theme, and in it many major phases of business education are given consideration.

Among the subjects discussed are the function of business education in a time of war, an analysis of a Cleveland high school guidance and placement program, consumer education in wartime, and a speed-up plan for typewriting classes.

Your High School Record, Does It Count?

R. D. Falk, State High School Supervisor, South Dakota Press, Pierre, South Dakota, 1942, 124 pages, \$1.90 (discount for quantity purchases).

"Send your young people to us fully equipped." "After the war, the 'forgotten group' will be the men and women hired now despite inexperience and insufficient training." "A poorly trained worker is a handicap rather than an asset in winning the war."

These are employers' statements that are quoted in the 1942 edition of this unusual book.

To illustrate the book, Mr. Falk has reproduced application blanks, letters from employers telling of their requirements, principals' reports on graduates, and rating blanks.

Included also are letters from Major General Lewis B. Hershey and from Federal Security Agency and Civil Service Commission officials. These men unanimously stress the need of preparing thoroughly for war activity participation.—*Jessie Graham.*

The Merchant Keeps His Chin Up

Pearce C. Kelley and Kenneth Lawyer, Bureau of Economics and Business Research, University of Illinois, Urbana, Illinois, duplicated, 203 pages. Copies free to distributive education personnel in Arkansas and Illinois. One copy free to each state superintendent of distributive education. To all others, \$1.

In preparation for writing this book—well described by its subtitle, *Successful Store Operation in Wartime*—the authors analyzed more than thirty leading trade journals of all major fields of retailing, published in the past three years.

The book, therefore, is a digest of new ideas, illustrated by specific descriptions of selling methods used by merchants all over the United States. Many of these methods are ingenious.

Retail selling, advertising, selecting stock, and arranging displays are some of the subjects discussed.

In the foreword, Dr. Paul H. Nystrom, Professor of Marketing, Columbia University, "unreservedly" commends the book to teachers of distributive education.

"It will," he says, "provide a necessary immediate touch with the reality of problems affecting the distribution of goods."

Dr. Pearce C. Kelley, Associate Professor at the University of Arkansas, is the distributive-education research consultant for the state of Arkansas. Kenneth Lawyer, who has been consultant in business education for the United States Office of Education, is supervisor of distributive education for the state of Illinois.

Record Keeping for Small Stores

Charles H. Welsh and Charles H. Sevin, Senate Committee Print, United States Government Printing Office, Washington, D. C., 93 pages.

This monograph, prepared for the use of the Senate Committee on Small Business, presents simple and workable bookkeeping systems for small businesses.

The war has created a need for much more detailed records than businessmen usually keep.

Furthermore, as the authors point out, surveys have indicated that most bankrupts kept inadequate records, or none at all.

Showing the effects of a painstaking study, the monograph describes a one-book system that will furnish all business facts necessary for successful store-management. Tax returns—income, social security, Federal excise, and sales—can be prepared from this system.

Two chapters are given to the problems of credit business and cash payment. Other sections deal with making profit-and-loss statements, safeguarding cash receipts, and keeping equipment records.

In writing the book, the authors had the assistance of G. Henry Richert, special agent for distributive education in the U. S. Office of Education. Much of the testing of the material and forms presented in the booklet was done at Hampton Institute, Hampton, Virginia, in the Division of Business, with which Mr. Welch is connected.

The Distributive Educator

This duplicated bi-monthly bulletin is available free of charge through the office of its editor, Clyde W. Humphrey, Division of Vocational Education, State Department of Public Instruction, Raleigh, North Carolina. It contains several brief articles of professional interest.

Wartime Emergency Training Program for Beginning Salespeople

Available through the Division of Vocational Education, State Department of Public Instruction, Raleigh, North Carolina. Free.

The plans and materials for this thirty-two-page duplicated bulletin were developed by Clyde W. Humphrey, Research Agent for Distributive Education, under the direction of A. S. Proctor, Acting State Supervisor of Distributive Education. Its purpose is to supplement an intensive training course for inexperienced salespeople. It outlines the problems peculiar to wartime selling and suggests a number of specific ways to meet these difficulties. Special attention is given to the conservation of material and supplies, personal appearance and attitudes, and selling techniques.

A GOOD SECRETARY," says Dr. George B. Cutten, who has retired from the presidency of Colgate University, "is not one who thinks quickly in an emergency, but one who handles your affairs in such a manner that an emergency never arises."

Dr. Cutten's "good secretary" who inspired this definition is Miss Alice I. Smith. She is retiring after thirty years as secretary to three Colgate presidents. So valuable is Miss Smith's knowledge of University affairs that she will serve as consultant on call during the next two years.

Shorthand Practice Material

THE GREGG WRITER



Each month the B. E. W. gives in this department some 5,000 words of selected material counted in units of 20 standard words for dictation. This material will be found in shorthand in the same issue of THE GREGG WRITER.

Prepared for Action

From Western Union's "Dots and Dashes"

THE UNITED STATES has the finest system of telegraph communication in the world. From the shipyards on¹⁰⁰ the coastlines to the thousands of war plants in the interior, there is a vast network of wires, covering nearly¹⁰⁰ two million miles, tying in the productive facilities of the nation with the government agencies¹⁰⁰ which direct the war effort. Over this network flash the rush orders for tanks, bombers, ships, guns; for raw materials;¹⁰⁰ for last-minute changes in specification; for instruction as to shipment. The telegraph wires are an¹⁰⁰ essential part of the nation's war production.

Telegraph communication is equally important to¹⁰⁰ the military services themselves. Men are told by telegraph when and where to report for duty. As new¹⁰⁰ Army and Navy camps are erected, the poles and wires go up before the buildings. Mobile units follow the¹⁰⁰ armies in the field. When troop units are transferred from one zone to another, the telegraph keeps the commanders¹⁰⁰ in touch with headquarters.

A thirty-three thousand mile network, installed by Western Union, connects the nation's weather¹⁰⁰ observation stations with Army and Navy camps, air lines, aeronautical schools, and the war industries.¹⁰⁰

Modern terminal equipment makes it possible for a single pair of telegraph wires to carry as many¹⁰⁰ as two hundred forty telegrams at the same time, each telegram moving at an average speed of sixty¹⁰⁰ words per minute.

This system of swift communication is virtually "bombproof." Even in the event¹⁰⁰ of an enemy invasion, it would be practically impossible to disrupt communication between¹⁰⁰ any two major centers in the United States. Messages can always be rerouted around the point¹⁰⁰ of destruction. This was illustrated several years ago when the New England hurricane forced down the lines¹⁰⁰ between New York and Boston, but did not cut off communication between those two cities.

Should there be occasional¹⁰⁰ power failures in key cities, circuits will continue to function without noticeable interruption.¹⁰⁰ In cities where key relay offices and booster stations are located, emergency power plants have¹⁰⁰ long since been established. This emergency equipment is of three types: (1) high-current storage batteries which¹⁰⁰ are automatically cut into service in less than a twentieth of a second, thus preventing the¹⁰⁰ interruption of high-speed automatic circuits; (2) stationary gasoline and diesel engine-generators¹⁰⁰ which can be quickly started; and

(3) portable generators, driven by V-8 engines, strategically¹⁰⁰ located throughout the country, to be used in the event that the storage batteries and stationary¹⁰⁰ engines cannot be operated. (507)

Share the Meat for Victory

Based on "99 Ways to Share the Meat"

a new pamphlet of

United States Department of Agriculture

TO MEET the needs of our armed forces and fighting allies, a Government order limits the total amount of¹⁰⁰ meat for civilians.

WHY? Our armed forces and allies must get meat enough—and on time. Our meat supply this year is the¹⁰⁰ largest in history. But it must feed our armies, our allies, and ourselves. We civilians must share our limited¹⁰⁰ meat supplies so that everybody will get a fair portion and our combined efforts will help to make the¹⁰⁰ meat supply last throughout the year.

WHAT? To share the supplies fairly, all civilians are asked to limit their consumption¹⁰⁰ of beef, veal, lamb, mutton, and pork, including canned meats and sausage, made from these meats.

Your weekly share is:

Men, women,¹⁰⁰ and children over 12 years old 2½ pounds per week
Children 6 to 12 years old . . . 1½ pounds¹⁰⁰ per week
Children under 6 years old . . . ¾ pound per week

You can help win the war by using only your fair¹⁰⁰ share of the meats the Government asks you to limit, whether you are eating at home or in public eating places.¹⁰⁰

Your two and one-half pounds a week are figured "bone in" and "fat on."

Poultry, fish, and variety meats—such as¹⁰⁰ kidney, liver, brains, sweetbreads, tongue, tails, and feet—do not need to be counted in the two and one-half pounds. You may use¹⁰⁰ these freely.

HOW? Many families will find they ordinarily buy no more meat than the Share-the-Meat plan calls¹⁰⁰ for; for them the sharing plan will call for few diet changes. Families who have used meats more generously will¹⁰⁰ need to adjust their menus.

Get the most from every bit of meat. Fight seen and unseen waste all the way from butcher's¹⁰⁰ block to table.

Be open-minded about different cuts and kinds of meat. Try new ones. Key your purchases¹⁰⁰ to what the market offers.

Know your cuts—make the best use of each cut.

If you buy graded meats, know what the grades stand^{for} for.

Buy only as much meat as you have plans to use—and have ways and places to store.

If you keep meat for longer^{than} a few hours, put it in a refrigerator or other very cold storage. Cooked meat needs as careful storage^{as} uncooked.

Cook meat the modern way—at moderate heat until done and no longer. This way cooking losses^{are} low, meat is more tender, flavor is better.

For best taste results, cook meat according to cut and fatness. Roast^{or} broil a tender cut—in an uncovered pan with no water added. Give tough meat long, slow cooking in a covered^{pan} with some added water. Or grind tough meats and cook them as tender cuts.

Vary the seasonings. Use onions,^{green} peppers, celery, and other flavorful vegetables, and a pinch of spice now and then.

Learn how to stretch^{the} meat flavor by combining small quantities of meat with bulky or mild flavored foods. Save and use gravies and^{drippings} to spread the meat taste over other foods.

Decide what your family's total meat allowance for the week^{comes} to. Keep a record of what you buy each day. Be sure your weekly total is within your limits. If you produce^{your} own meat, enter what you use. Don't forget to keep in mind the meat your family eats outside of the home.^{too}

ALTERNATE MAIN DISHES. Use more of the meats not included in the sharing program. Call on cheese—eggs—dry beans—soybeans^{—peanuts}. Like meat, these foods all make a good basis for stick-to-the-ribs dishes around which to build a meal. They^{all} contain protein plus one or more of the other food values found in meat.

Not only is it patriotic^{to} share meat, but it is also wise, for by limiting our consumption of meat now we can be sure that we will^{have} an adequate supply of meat to last us throughout the year. (631)

Simple Business Letters

By ABRAHAM E. KLEIN

Graded for use with Chapter One of the Manual

Dear Sir:

I need more grain and I am in a hurry to get it. There is a ready market at this time and I^{desire} all the grain I can get.

I will take the train to Reading and be there at two. Can you meet me there at that^{time}? I can remain but an hour and then need to get the 3:14 to Erie. There will be a minimum of^{time} to go into all that is needed to get the grain to the mill by the fifteenth of this month.

Allen will be^{at} Reading too. He is a good man and will be eager to aid you. He will get all the added data that are^{needed} to market the grain.

Yours truly, (107)

Dear Sir:

Will you aid me in getting my milk and cream to the train? My dairy is at Eagle Creek and it will not^{take} you more than an hour to get to it. You can come and take my cream and milk in your dray.

Eddie and I will aid^{you} in getting it all into the dray.

Can you be at the dairy at five? It is our aim to get the milk to^{the} train without delay. All will be ready and you can get going in a hurry.

Yours truly, (77)

Dear Sir:

Our country is in great need of metal. Any of it you can get will aid in eliminating the^{enemy}. Nickel, tin, and lead are metals that are needed.

When you get metal, take it to Green Lake, where the Mayor^{and} his men will be ready to take it. Hurry and take it there in a minimum of time. Here it will be^{taken} in drays to Reading.

Yours truly, (67)

Dear Sir:

There was a train wreck at Lynn today. A great many men are dead.

When can you get here?

Yours truly, (19)

Graded for use with Chapter Two of the Manual

Dear Sir:

I shall be in your city the first of next month. If you can meet me at three at the Statler I can go^{over} the matter of your sales campaign with you at that time.

I have been in session with our chief sales people and^{they} have much to say about the plan you sketched. They checked everything mentioned in your scheme and they tell me that there^{is} much to praise in your work. They think that you have vision and good sense, but they also feel that there are many glaring^{errors} in your plan which will have to be eliminated. When I see you, I shall tell you more about this^{phase} of the matter. At that time you and I can go thoroughly into the details and then it will be an easy^{thing} for you to handle this campaign.

Very truly yours, (131)

Dear Madam:

Our business has been decreasing ever since the first of May. I think a thorough analysis of^{the} causes for this decrease should be made.

Some man with a thorough grasp of all the details of the business should be^{given} this work. Mr. Lacey has been mentioned as one fitted for such a task. He is willing to stay overtime^{and} he puts system into everything he handles.

If I were you I would visit him soon and have a^{little} chat. You will see that he is the one for this undertaking. Mr. Lacey is a man with something most^{people} lack—vision and good sense.

If you desire, I can fix a time when you two can meet. Name some morning and I^{will} inform him when you are coming.

Yours very truly, (130)

Dear Sir:

I think you should be informed that there are many cases of scarlet fever in Mason City. At present^{the} middle part of the city has been attacked by this sickness but the Mayor fears that the pestilence may^{spread} in rapid fashion to other sections.

I fear that the business meeting set for the 15th cannot take place^{at} that time. I will inform you when it will again be safe to come here.

Very truly yours, (76)

Graded for use with Chapter Three of the Manual

Dear Sir:

As a dealer in fiction books I know you will be glad that the well-known author, Charlotte Moss, has finished^{her} most vivid story after many months

of hard work. The name of this book is *The Minister's Daughter*. It is⁹⁰ a story that will appeal to both grown folk and children.

It is a better and bigger story than any she⁹⁰ has had published to date. The subject of this work is the tragedy of prisoners living under the hostile⁹⁰ eye of enemy soldiers. It is also packed with thrills—situations that will keep the reader on his toes from¹⁰⁰ beginning to end.

You know that Miss Moss's readers adore her, and that her books sell like hot cakes. It is therefore¹³⁰ most important that all orders be placed early if each bookdealer is to have as many volumes on his shelves¹⁴⁰ as are needed to fill the public's wants. Send for yours immediately.

Yours very truly, (156)

Dear Sir:

I was in your shop the other day to see if you could possibly spare the time to put a lock on my³⁰ closet door. The one I have on this door is broken and cannot be fixed. At that time I talked with one of your workers⁴⁰ and he stated that you would start for my home as soon as you got back from another job. This he thought would be⁶⁰ the evening of the same day.

Two days have passed and I have not heard from you. Possibly your workman forgot to mention⁸⁰ it to you. Whatever the cause, I would like you to phone me and tell me if you can commence work immediately⁹⁰ so that I can have my closet in good working order before the first of the month.

Very truly yours, (120)

Dear Sir:

I received your letter of the 15th, in which you state that the three boxes of oranges your company²⁰ ordered have not been received. Three more boxes are being shipped immediately, and you will receive them during⁴⁰ the week.

Yours very truly, (46)

The Rockefeller Family Creed

From "The Pick-Up"

THERE is so much need today for greater emphasis on ideals and the spiritual values of life that²⁰ we are reprinting here the ten "fundamental and eternal principles" that John D. Rockefeller, Jr.,⁴⁰ announced in a recent radio address as the creed of his family.

"They are the principles in which my⁶⁰ father believed and by which he governed his life; they are the principles, many of them, which I learned at my mother's⁸⁰ knee and by which my wife and I have tried to bring up our family," Mr. Rockefeller said. Despite their¹⁰⁰ wide publication in the daily press they merit space in this magazine, too, that they may be reviewed again.¹²⁰

The ten articles of Mr. Rockefeller's faith are:

"I believe in the supreme worth of the individual¹⁴⁰ and in his right to life, liberty, and the pursuit of happiness.

"I believe that every right implies¹⁶⁰ a responsibility; every opportunity, an obligation; every possession, a duty.¹⁸⁰

"I believe that the law was made for man and not man for the law; that government is the servant of the people²⁰⁰ and not their master.

"I believe in the dignity of labor, whether with head or hand; that the world owes no²²⁰ man a

living, but that it owes every man an opportunity to make a living

"I believe that thrift²⁴⁰ is essential to well-ordered living and that economy is a prime requisite of a sound financial²⁶⁰ structure, whether in government, business, or personal affairs.

"I believe that truth and justice are fundamental²⁸⁰ to an enduring social order.

"I believe in the sacredness of a promise that a man's word should be³⁰⁰ as good as his bond; that character—not wealth or power or position—is of supreme worth.

"I believe that the³²⁰ rendering of useful service is the common duty of mankind and that only in the purifying fire³⁴⁰ of sacrifice is the dross of selfishness consumed and the greatness of the human soul set free.

"I believe in³⁶⁰ an all-wise and all-loving God, named by whatever name, and that the individual's highest fulfillment, greatest³⁸⁰ happiness, and widest usefulness are to be found in living in harmony with His will.

"I believe that⁴⁰⁰ love is the greatest thing in the world; that it alone can overcome hate; that right can and will triumph over might." (420)

If You Can't

IF you come to a place that you can't get through—Or over, or under—the thing to do

Is to find a way 'round the²⁰ impassable wall, Not say you'll get your way, or not at all.

You can always get to the place you're going.

If you'll⁴⁰ set your sails as the wind is blowing.

If the mountains are high, go 'round the valley;

If the streets are blocked, go up the⁶⁰ alley;

If the parlor car's filled, don't scorn a freight;

If the front door's closed, go in the side gate.

To reach your goal, this advice⁸⁰ is sound:

If you can't go over or under, go 'round.

—Joseph Morris (93)

Always the Fraziers

By LIEUTENANT-COLONEL KARL DETZER

Reprinted from the American Magazine, October, 1933

PART II

LITTLE DOMINICK had wrought changes in the cramped radio shack, which was a shack only in name, having been fitted¹⁴⁰ up in the stateroom behind the purser's office. The old-fashioned converted spark transmitter, with its two moon¹⁶⁰-faced meters, bulked hugely at the foot of the berth. On the desk, beside the tuning panel, with its red marks joining¹⁸⁰ on the dial at the calling wave, stood a small commercial set. By it Little Dominick sat with headphones pushed²⁰⁰ upward, half off his ears, elbows on the table, chin supported on his two palms.

Out of the instrument floated²²⁰ a woman's voice, soft, liquid as moonlight, richly sentimental. Little Dominick turned, and at once stood.

"Set," Joe²⁴⁰ bade gruffly. He braced himself against the bulkhead, listening. This was a simple song, coming out of the air,²⁶⁰ easily understood, natural. He liked it. When it ended, finally, he cleared his throat.

"That's very nice music,"²⁸⁰ he said judiciously, and turned toward the door.

"It's Martha," Little Dominick explained. Joe saw his eyes shining. "My³⁰⁰ sister."

Joe said, "Oh."

"She sings every Thursday night at Mackiport—

Station WMPT," Dominick¹⁰⁰⁰ went on. "Gets lots of requests. The fans like to have her sing old favorites."

Again Joe said, "Oh."

That was all. He backed¹⁰²⁰ out, and rubbed his chin vigorously as he padded along the corridor.

Twice again in January he¹⁰⁴⁰ heard music as he passed Little Dominick's door, but he did not halt. February plagued the carboat fleets; old Joe's¹⁰⁶⁰ mind was too heavily burdened even to think of sentimental songs. The boats were late; trains missed connections; snow¹⁰⁸⁰ impeded traffic ashore just as ice did afloat.

Shippers became restless. Buyers grew cautious. Car loadings declined.¹¹⁰⁰ Competition was a matter of sledge hammers. And over the Upper Lakes spread the story that Big Dominick¹¹²⁰ Frazier, who had defied both weather and tradition by keeping his boats out till New Year's, would open the new¹¹⁴⁰ season on March 1, in competition with the carboats. He would handle eastern consignments of perishables¹¹⁶⁰ on the cross-lake haul. Would do it cheaper than possible for any carboat line, and faster, too.

"Can't!" Joe scoffed. "Loadin'¹¹⁸⁰ and unloadin'."

His brother, Peter, who had brought the disturbing news, chewed his pipe for a moment.

"I don't let¹²⁰⁰ on as he can, either. Only, that's his claim."

And at daybreak on Thursday, the 1st of March, Marine Superintendent¹²²⁰ Carlson tramped up the ladder to the bridge of *Number 9*.

"Mornin'," Joe said. Carlson's sharp nose was red with cold.

"Tonight,"¹²⁴⁰ he answered, "you got a test trip. Eighteen cars of butter."

"We'll bring 'em acrost," Joe promised. "Brought butter before."¹²⁶⁰

"But I'm telling you this is a test. You got to load in nothing flat and give the old boat all the steam in the boilers.¹²⁸⁰ Got to romp back across from Wisconsin and stick your stern into this slip on first try. Engine will be waiting.¹³⁰⁰ The idlers will snatch the cars off before you've got your lines fast. Then over the hills."

"What's the rush?" Joe asked.

Carlson held¹³²⁰ out his scarred hands, palms up.

"Crazy competition. Midland Southern Railroad's bidding on the butter and cheese trade."

"Midland¹³⁴⁰ Southern?" Joe asked. "They haven't any carboats! How can they get over to Wisconsin?"

"They . . ." Carlson hesitated.¹³⁶⁰ Then he blurted, "It's your cheapskate brother with his package boats! He's made a dicker with the butter folks. Says he¹³⁸⁰ can make connections here on the Michigan side with the Midland Southern and beat our time."

Joe swallowed, and watched the¹⁴⁰⁰ low, flat idler cars, their red paint patched with snow, rolling lightly about their tasks.

"He can't beat our time," Joe said stubbornly.¹⁴²⁰

"He ain't goin' to. Not if everything goes right."

"That's why I'm telling you, Joe," Carlson said. "Everything's¹⁴⁴⁰ got to go right. Afloat and ashore. Can't be a hitch. We're sending the cars out special on passenger time, opening¹⁴⁶⁰ up the whole line for 'em. We'll have 'em over the suspension bridge and hoppin' down the N and O before Midland¹⁴⁸⁰ Southern's got their cars loaded off the package boat. Nothing dares to happen."

Joe looked disapprovingly at him.¹⁵⁰⁰

"Did you ever see a test when a steam pipe didn't let loose, or the rudder go bad? Well, neither did I, but we'll¹⁵²⁰ do our best."

In the pilot house Joe glanced at the barometer, started away, and turned back to it. It had dropped¹⁵⁴⁰

a little. Would bear watching. Tacked to the board above the long seat beside the door hung the new weather report, which¹⁵⁶⁰ Little Dominick had just snatched out of the cold air.

"Small craft warning," he read, and grunted. "We ain't small craft, though."

Below¹⁵⁸⁰ him, on the car deck, steel rails groaned, sending a shiver up through the ship as the heavy cars rolled over them. Thirty¹⁶⁰⁰ minutes later the second officer tapped at the door.

"All loaded up, sir."

Five minutes later the *Number*¹⁶²⁰ 9 rolled out to open lake. At four o'clock it was unloading its cars on the Wisconsin shore.

There, a fussy¹⁶⁴⁰ yardmaster came aboard with a fistful of orders. He reported that the butter train was delayed in starting.¹⁶⁶⁰

"That creamery outfit wants heaven tied up in blue ribbon," he complained. "Them eighteen cars . . . they're due in here in twenty¹⁶⁸⁰ minutes. Got the yard all clear for 'em. How's weather out there?"

"Mean," Joe reported. "They's a nasty slop runnin' from¹⁷⁰⁰ the sou'west."

"Some talk of hurricane signal," the landsman said ominously.

The two men looked hard at each other.¹⁷²⁰

"Your brother's boat's loadin' now, I hear. It'll beat us out of harbor by ten-fifteen minutes. Maybe more," the¹⁷⁴⁰ yardmaster predicted.

"What boat's he usin'?" Joe asked.

"The *Martha Frazier*."

Old Joe grunted. Of course, Dominick would send¹⁷⁶⁰ his newest and fastest vessel on this job. The *Martha Frazier* could run circles around any carboat.

"Big¹⁷⁸⁰ Dominick's aboard her himself," the yardmaster added without looking at Joe, who flared crimson at mention of his¹⁸⁰⁰ brother's name.

He answered, "What do I care who's aboard her?"

Far up the yard he heard a steamy hoot.

"There's the train!" The¹⁸²⁰ yardman appeared relieved to get away as he ran down the long open iron ladder to the car deck.

Old Joe¹⁸⁴⁰ took a turn up and down the bridge. He saw darkness crawling over the eastern horizon. Beyond the railroad slips,¹⁸⁶⁰ where the harbor widened and the channel led to the creamery, a small vessel with the top-heavy bulk of a¹⁸⁸⁰ package freighter was nosing out to lake.

Through the dusk Joe recognized her. The back of his neck tingled. He cursed under¹⁹⁰⁰ his breath. This was the *Martha Frazier*, pulling out already. Even with the best of luck, the carboat must start¹⁹²⁰ thirty minutes behind her, be an hour behind on the Michigan shore.

Lantern swung violently between the¹⁹⁴⁰ tracks in the murk of the yard. A jarring tremor ran through the ship.

Five butter cars rolled down the starboard track. The switch¹⁹⁶⁰ engine romped backward into the smoky yard. Here came five more cars . . . lantern swung in small, nervous circles. Again the¹⁹⁸⁰ jar.

That left eight cars for center tracks. Four to each pair. Too light a load. Still, it would be a wild night . . . didn't want to²⁰⁰⁰ have too many cars to look after. The switch engine panted out once more into the thickening darkness.

"Ready,²⁰²⁰ wheeler?" old Joe cried.

He hurried into the pilot house, pushed the indicator over to "stand by." His hand reached²⁰⁴⁰ for the whistle lanyard.

The last cars thundered aboard. He could hear sledges pounding, the clank of heavy iron jacks.²⁰⁶⁰

Then the switch engine yanked its idlers up the yard. A lantern waved from the steps of the marine office. The tail gate³⁰⁰⁰ dropped across the open stern of the carboat with a rattle of chain.

Old Joe yanked the whistle cord.

"Cast off!" he signaled.²⁷⁰⁰

He heard answering small, steamy toots below. Far aft, atop the deck houses, the first officer waved his arms.²⁷³⁰

Joe swung the indicator. Slow astern, to slack the mooring lines. Slow ahead. The buckets of the two big propellers²⁷⁴⁰ slashed the water. The ship moved. (2746)

(To be continued next month)

War Words

From "Clement Comments"

WAR brings catastrophe, bloodshed, and economic upheavals, but it also brings progress and new ideas.²⁰ Our production is speeded up, new methods and modes of fighting spring up overnight and our manner of living⁴⁰ is generally hastened. Along with these new developments come new words and phrases that acquire specific⁶⁰ meanings and are permanently included in our language.

World War I gave us such terms as "tank," "blimp," "camouflage,"⁸⁰ "trench coat," etc. These words have remained with us and have attained a definite niche in the dictionary.³⁰⁰ World War II has also contributed some new expressions to our language and, before it is over, there will¹²⁰ probably be a lot more added to the ever-increasing list. Many of these words originated from¹⁰⁰ the armed forces, others from the search for names for new products, and still more from the common expressions in magazines¹⁶⁰ and newspapers.

Long before our entry into the war, the phrase "fifth column" had become a synonym for¹⁸⁰ the spies and traitors in a country preceding its invasion. This originated in the Spanish Civil²⁰⁰ War when four columns were engaged in attacking Madrid and the fifth was in operation behind the city's²²⁰ walls.

The Norwegian, Quisling, by his treacherous act also introduced a new addition to our vocabulary.²⁴⁰ To be termed a "quisling" is now one of the most offending slurs possible, inferring that one is a²⁶⁰ traitor to his country or ideals.

War Industries coined a new word in their efforts to eliminate delays²⁸⁰ in their production. "Bottleneck" is now generally used to describe situations where lack of³⁰⁰ coöperation or other circumstances cause unnecessary postponements.

New products have earned new names.³²⁰ Trinitrophenylmethylnitranine, which is used as a booster in bombs and other shells, is probably the longest³⁴⁰ addition to our language so far. This, however, has been shortened to tetryl in order to enable chemists³⁶⁰ to pronounce it without stuttering.

The Germans have also contributed, with their "blitzkrieg" type of warfare.³⁸⁰ Translated from the German, "blitzkrieg" means lightning war. With this has come "Stuka," or dive bomber, and "ersatz," meaning⁴⁰⁰ substitute. The night air raids over London brought forth such phrases as "black-out," "dimout," "air raid warden," and others.⁴²⁰

The army has its own list of new additions. "Paratroopers" are members of the new parachute corps. The "jeep"⁴⁴⁰ and "peep" cars have gained

national and international prominence and there are a host of others which have not⁴⁶⁰ as yet gained as wide a recognition.

All of these are the result of highly accelerated conditions⁴⁸⁰ which practically force new words into existence. So, while war is hell, it does bring interesting additions⁵⁰⁰ to our lexicon—but the price is too high! (508)

Five Tips to Telephone Users and That Means You!

ONE of the little things that you can do to help Uncle Sam's war effort is to use the telephone more efficiently.²⁰ Here are five suggestions which, if followed, will save time and ease the burden considerably:

1. Keep handy⁴⁰ a list of telephone numbers you frequently call.
2. Use care in dialing or giving the number to⁶⁰ the operator.
3. Speak directly into the mouthpiece in a normal conversational tone.
4. Answer⁸⁰ promptly. Don't keep the other person waiting.
5. Be slow to hang up. Give the other person time to answer. (99)

Special-Form Review Letters—V

By JANE H. O'NEILL, A.B.

(Practice the forms for the following words before drilling on the letters given)

headquarters, husband, inasmuch, inaugurate, independent-independence, indispensable, institute, investigate, junior, jury, legislate, legislation, legislative, legislator, legislature, likewise

My dear Friend:

This will acknowledge receipt of your letter concerning your husband's inauguration as a state²⁰ legislator.

Inasmuch as your husband has been indispensable to me for the past year, I am sorry⁴⁰ to see him leave. At the same time, I am happy that he has been honored by receiving the peoples' vote to serve⁶⁰ in this state's legislative body.

Jim's experience as an attorney will help him investigate and pass⁸⁰ judgment on any and all legislation. He has often shown himself to be fair while working for this company¹⁰⁰ at our headquarters in Philadelphia.

Mr. Morris, who has been on the Grand Jury, claims that your husband¹²⁰ will be one of the most capable of our representatives at the State Capitol. We know he will put¹⁴⁰ forth every effort to legislate with firmness and independence of pressure groups, and yet with consideration¹⁶⁰ for all concerned.

Sincerely yours, (167)

Dear Mr. Lyons:

Inasmuch as we did not hear from you concerning the new system of investigation²⁰ to be inaugurated at the headquarters of the Women's Independent Marketers, we contacted your⁴⁰ junior partner, who attended to all necessary matters for us.

He explained that you had been unexpectedly⁶⁰ called to a special meeting at the State Legislature. He has made himself indispensable in a⁸⁰ great many ways, and we have considered having him represent

us before the jury when our suit comes up for²⁰⁰ trial next week.

The husband of one of our members is going to aid your junior partner in this case. He is¹²⁰ preparing a history of the case for our files, and will likewise prepare one for you to examine on your¹⁰⁰ return. We hope this will meet with your approval.

Yours very truly,
The Women's Independent Marketers,
Mary¹⁰⁰ Collins, Manager (164)

Dear Mr. White:

Before leaving for the West, Mr. Jones asked that the legislative files in his office be brought²⁰ up to date. An investigation by the clerk in charge shows that many important Acts of Congress are missing.⁴⁰

In order to complete our files, will you please send to our headquarters copies of the Acts listed?

Yours truly, (59)

Dear Madam:

The headquarters of the Homemakers Institute is located at the Appliance Store. You are²⁰ invited to come Monday morning at 11:00, at which time Miss Simmons will be glad to advise on all cooking⁴⁰ problems.

Yours truly, (44)

Dear Mrs. Black:

Thank you for your recent note. Your husband and I have had close business connections for many years,²⁰ and I shall be only too glad to assist in the investigation you wrote about. Being independent⁴⁰ of the Institute, my testimony should weigh favorably with the jury.

If you will get the report to⁶⁰ me by Wednesday, I can start then.

Sincerely, (68)

Dear Sir:

The members of the Citizen's Independence League are inaugurating a plan to have a Junior²⁰ Legislative Group meet monthly at the Democratic Headquarters. Inasmuch as you are in the State Attorney's⁴⁰ office, we are asking you to make suggestions as to speakers for these occasions. Various names have been⁶⁰ proposed. Could you help us get a member of Congress or of the State Legislature for our first meeting?

We wish²⁰ to cultivate among our young people a keener appreciation of the glorious American doctrines⁴⁰ which are so familiar that they are often overlooked. May we have your approval and assistance?

In¹²⁰ conclusion, let me say that we shall be grateful for any advice you may care to give us.

Yours very truly, (139)

Dear Sir:

In reply to your letter of December 29, I am sending you a copy of Report²⁰ #289, together with letters from that most distinguished Member of Congress, Mr. White. As⁴⁰ you will note, favorable consideration is given for legislation of the matter in question.

When⁶⁰ the Legislature convenes, this information will be placed in the hands of the proper committee for further⁸⁰ investigation.

Yours truly, (86)

Actual Business Letters

Mr. B. E. Robinson
615 Northern Boulevard
Grand Rapids, Michigan

Dear Mr. Robinson:²⁰

Our company, like other companies in every line of business, is giving many of its most⁴⁰ efficient and capable men to the Army, Navy, and Marines. Up to the first of this month, six hundred twenty⁶⁰-three of our people had entered the armed services and more are going each week. For some time we have had to carry⁸⁰ on with a smaller and less experienced staff.

We regret the loss of these people, but you and I know that¹⁰⁰ Uncle Sam needs the men. We are glad to give them up even though it means that we haven't been able to take as¹²⁰ good care of our customers as we should like.

So if our service has not been up to the high standard we try to¹⁴⁰ maintain, I want to tell you that I am personally very sorry for it. I know you will understand the¹⁶⁰ reason and excuse us.

All of us in our organization want to give you the very best service we can.¹⁸⁰ We realize that problems will come up in many homes during these times, as they have in the past. So, when you have²⁰⁰ a problem that we can help you with, please don't hesitate to come in.

I have asked all the people in the office²²⁰ to do their best to take care of you at any time you have need for our service.

Sincerely yours, (237)

Mr. Philip G. Ross,
Office Manager, Hadley Mills,
Birmingham, Alabama

Dear Mr. Ross:

Wasteful²⁰ duplication of writing forms is costly. Consider the savings in time and effort by eliminating⁴⁰ duplicate operations. Another important factor to consider is the copying errors prevented⁶⁰ when all or several records are written at one time and only one of these several records has to be⁸⁰ checked for accuracy.

To obtain more thorough information, send for our Combined Forms Portfolio. This gives¹⁰⁰ you several complete setups—one that will be sure to suit your particular needs—and samples of some being¹²⁰ used by other firms. The Portfolio is yours without obligation. Just mail the enclosed postpaid reply card.¹⁴⁰

Yours very truly, (144)

By Wits and Wags

A HIGH SCHOOL GIRL, seated next to a famous astronomer at a dinner party, struck up a conversation²⁰ with him by asking, "What do you do in life?"

He explained, "I study astronomy."

"Dear me," said the girl, "I finished⁴⁰ astronomy last year." (45)

• • •

"BUSINESS is so quiet that we had better have a special sale," said the shoe merchant.

"All right," said the store manager,²⁰ "what shall it be?"

"Well," said the boss, "take that line of \$5 shoes and mark them down from \$10 to⁴⁰ \$8.50." (43)

• • •

MOODY: Say, Doc, do you remember last year

when you cured my rheumatism? You told me to avoid dampness.

M. D.:³⁰ That's right. What's wrong?

Moody: Well, can I take a bath now? (30)

. . .

"I PAID \$100 for that dog. He's part collie and part bull."

"What part is bull?"

"The part about \$100." (21)

. . .

JUDGE: So you tried to drive by the officer after he blew his whistle?

Perkins: Your honor, I'm deaf.

Judge: That may³⁰ be true, but you'll get your hearing in the mornings. (29)

. . .

THE WOMAN AUTOIST posed for a snapshot in front of the fallen pillars of an ancient temple in Greece.

"Don't³⁰ get the car in the picture," she warned, "or my husband will think I ran into the place." (35)

January Transcription Practice

Dear Mr. Mason:

You know how hard it is to ask for money and say just enough to get it without offending.³⁰

Your check may be on its way. If not, we feel sure you will send it immediately.

In either case, thank you.⁴⁰

Very truly yours, (44)

Dear Mr. Dow:

On my way to work in the morning, I speak to a lot of folks I don't know. They don't know me either,³⁰ but they speak, too. It seems the natural thing to do when we see each other so frequently.

Now I've been speaking⁴⁰ to you, too—but you don't answer. That's a little disconcerting. If one of those people I meet mornings did⁴⁰ that, I'd probably figure the effort was wasted and just hope they would come through eventually with at least⁴⁰ a smile. But with you, I can't do that. It's part of my job to keep after you as long as there is a balance on⁵⁰ the books that's due.

If you can't say "Good morning!" to me with a check for \$95.03, how about smiling⁵⁰ with part of it?

Good morning! (126)

Dear Mr. Connor:

If you owed us

\$1,000.00

there might be several excuses for the account's not⁵⁰ being paid.

But with the account only \$88.90, and over eighty days past due, we can't⁶⁰ think of even one logical reason.

Won't you help us by solving this problem today? It's really your problem,⁶⁰ you know!

Thanks a lot! (64)

Dear Mr. Booth:

In a few more days part of your account will be nine months old. Since our credit terms are strictly ninety⁷⁰ days, you will realize that we have gone a

long way in trying to maintain our business relationship with⁸⁰ you.

We have come to the end of the road. Now there are two things left for me to do. The first is to discontinue⁹⁰ credit, and the second is something that makes me hesitate. I do not feel like talking to you that way. I still¹⁰⁰ think of you as a good business friend.

I confidently expect that you will vindicate my faith in you by¹⁰⁰ extending us your coöperation. Please let us have a check for \$96.10 to cover your March¹²⁰ and April account.

Cordially yours, (126)

Hero's Reward

(January Junior O. G. A. Test)

Dear Marie:

Being a hero is not what it is cracked up to be. I have had to be on "dress parade" for so³⁰ long now that I am eager to get back home where I might be alone with my friends.

Everyone was very kind⁴⁰ and I am pretty glad to have had a share in the job. Just the same, I have a longing to be left alone for⁶⁰ a bit of rest. There have been dinners, dances, little pink teas, and many speeches. I like it, but I am now ready⁸⁰ to return to duty again. No home leave this time.

Yours,

Jack (91)

Your Talents

(January O. G. A. Membership Test)

I believe in young people. I believe in dreams. I believe there is success for every boy and girl. I believe³⁰ more in the dream of a man or woman than I do in all the advice the experts can give them. That call is⁴⁰ from the budding talent inside. The fledgling wants to fly. The fish wants to swim. The flower wants to blossom.⁶⁰ But the fish never wants to sing nor the bird to blossom.

There never was a wing given to a bird there wasn't⁷⁰ a place for it to fly. There never was a talent given to a boy or girl there wasn't a place for it to¹⁰⁰ develop. There is only one success, only one real business—developing our talents, expressing ourselves.¹²⁰ Education is merely this business. (128)

—Ralph Parlette, in "Letters from Famous People."

A Blunder Pays Dividends

A BLUNDER IS CREDITED for the origin of blotting paper around the 19th century. A paper millhand in Berkshire, England, neglected to put a sizing ingredient into one day's batch of paper when it was in the liquid state. It came from the rollers apparently worthless. The thrifty proprietor decided to use it for his own notes and figuring. However, as fast as ink touched the paper it was soaked up. The mill owner had a great inspiration, for here was a convenient substitute for the sand which was sprinkled on handwriting as the customary absorbent for ink. The paper was advertised and quickly bought for this new purpose.

—The Advergram.